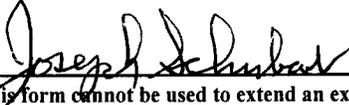


**PAPERWORK REDUCTION ACT
CHANGE WORKSHEET**

Agency/Subagency EDUCATION/NCES		OMB Control Number 1850-0768
<i>Enter only items that change</i>		
	Current Record	New Record
Agency form number(s)		
Annual reporting and record keeping hour burden		
Number of respondent	2400	62627
Total annual responses	2400	62627
Percent of these responses collected electronically	100%	100%
Total annual hours	359	10750
Difference		10391
Explanation of difference		10391
Program change		
Adjustment		
Annual reporting and record keeping cost burden (in thousands of dollars)		
Total annualized capital/startup costs	0	0
Total annual costs (O&M)	0	0
Total annualized cost requested	0	0
Difference		
Explanation of difference		
Program change adjustment		
Other change** NCES is requesting this change in burden for the information collection because we are moving from the field test to the full scale activities as described in the initial clearance package and as amended in the attached materials.		
Signature of Senior Official or designee:	Date:	For OIRA Use
	Sept 17, 2002	_____

**This form cannot be used to extend an expiration date

U.S. Department of Education
National Center for Education Statistics

TO: Karen Lee, OMB Education Desk Officer September 16, 2002

THROUGH: Kathy Axt, RIMG and Edith McArthur, NCES

FROM: Chris Chapman, NCES

SUBJECT: National Household Education Survey change from Field Test to Full Scale Mode

The purpose of this memorandum is to document the field testing of the 2003 National Household Education Survey (NHES:2003), sponsored by the National Center for Education Statistics (NCES). The OMB control number for this survey is 1850-0768. We are requesting OMB approval on these changes by October 10, 2002.

The survey instruments for the NHES:2003 underwent a two-stage field test during two periods of this year: early to mid-February and early to mid-April. During the first phase of the field test, the following numbers of interviews were completed for each instrument: 319 household Screeners, 103 Parent and Family Involvement in Education (PFI) interviews, and 77 Adult Education for Work-Related Reasons (AEWR) interviews. Changes were made to the instruments on the basis of this first phase of the field test. The revised instruments underwent a second phase of field testing, and the following numbers of interviews were completed: 677 Screeners, 313 PFI interviews, and 260 AEWR interviews.

A complete description of the field test schedule, procedures, sample, and results is provided in the accompanying field test report. A summary of the most important instrument changes resulting from the testing effort follows.

Introductions to All Instruments

Between phases one and two, the introductory statement for each instrument was changed to reflect the requirements of the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA PATRIOT Act) of 2001 (Public Law 107-56). This involved SCRN_20 in the Screener, INTRO in PFI, and INTRO1 in AEWR. As an example, SCRN_20 was changed to read:

SCRN_20. The U.S. Department of Education is conducting a voluntary research study about the educational experiences of both children and adults. Your responses are confidential and will be protected to the fullest extent allowable under law. Are any of the people who normally live in your household age 20 or younger?

NHES:2003 Screener

No changes to the Screener were required other than the introductory statement noted above.

Race/Ethnicity (PFI and AEWR)

The PFI survey includes items collecting the race/ethnicity of the focal child, the child's mother (if a member of the household) and the child's father (if a member of the household). The AEWR survey includes an item collecting the race of the sampled adult. Initially, the NHES:2003 interviews included a

form of the race question that obtained only one response. The new OMB guidelines require the use of a multiple-response item; this was implemented in the field test.

A significant area of concern, which NCES and OMB have discussed a number of times, is the need to use data from the Current Population Survey (CPS) for the NHES:2003 weighting procedures. The two data files that will be used for this purpose are the October 2001 and March 2002 CPS data files; these data files will contain the “old” (single response) race question. It appears highly unlikely that later data files from CPS administrations using the new race question can be made available during the NHES:2003 weighting period. After further consultation with OMB, it was decided to retain the single-response race question in order to provide compatibility with CPS in the weighting process.

Changes to the AEW Survey

The changes required for the AEW instrument were relatively minor.

Reasons and Outcomes. In each section of the AEW instrument that pertains to an educational activity, those who participate in the activity are asked about the reasons for their participation and the outcomes of their participation. These questions were time-consuming, because 9 reasons and 10 outcomes were read for each activity. In order to streamline these items, reasons and outcomes that were often mentioned were retained as individual items, and those cited less often were combined into logical groupings. Some wording changes were made to emphasize the differences between reasons and outcomes. For example, most items concerning reasons for participation now read “To maintain...,” or “To receive...” Those associated with outcomes are phrased in the past tense, for example, “Improved...,” or “Increased...” Further information is provided on pages 33, 34, and 35 of the field test report.

Household Characteristics. Several items in the household characteristics section (numbers of household moves, neighborhood safety, and receipt of public assistance) were primarily of interest for PFI analysis. It was decided to ask these questions only in the PFI interview, since the parent or guardian most knowledgeable about the child is considered the best person to provide answers to these questions.

Other Changes. Several other changes were made in the AEW survey. Examples are the deletion of items concerning names of certificates; the deletion of redundant items about employer support; improvements to skip patterns for items concerning post-degree certificates and household income; and minor changes in wording or item order. These are discussed in the field test report.

Changes to the PFI Survey

More changes were made in the PFI survey than the AEW survey. A brief summary is provided here; more detail is presented in the field test report.

Items concerning home schooling. The PFI includes a series of questions that are asked of the parents of homeschooled children. The field test indicated that these items required some changes to be meaningful to the respondents. First, some changes in wording were needed to make questions more clear. Second, the field results for items PB8 (sources of materials), PB9 (services of activities), and PB11 (distance learning) indicated that the items mentioned most often did not appear until the middle or end of the lists, leading to respondents giving answers before the particular source or activity was asked about. Reordering some categories in these questions was found to remedy the problem. A third finding concerning home schooling was that many parents regarded all activities as homeschooling, making the wording of some questions inappropriate (e.g., PH9b, use of computer for educational activities not connected with school). Items were reworded to be more meaningful to homeschooling parents. Further detail on the findings and changes for homeschooling items can be found on pages 16 and 17 of the field test report.

Two children in the same school. Several items in the questionnaire had been designated to be asked only once per household if two sampled children were in the same school. This approach was designed to reduce burden and avoid redundancy that would be frustrating to respondents. During the field testing, additional items were identified for this approach. Pages 28 and 29 of the field test report provide more information.

Disability. The field test version of the PFI questionnaire used a single-item indicator of disability (PT2). The multiple-item version used in previous NHES administrations was asked of parents in a debriefing and the results were compared; several discrepancies were found in the parents' responses. Upon consultation between NCES and the Office of Special Education Programs, the decision was made to use the more detailed question used in previous NHES administrations. Pages 25 and 26 of the field test report address this change.

Deletions due to administration time. In the first phase of the field test, the PFI interview was found to have an administration time that exceeded the plan for the study. As noted above, some items were designated to be asked only once per household if two sampled children are in the same school. In order to further reduce respondent burden, the confirmation of the household membership (PA7) will not be done if the parent respondent was the person who completed the household roster for the full household in the Screener. Several items were identified for deletion, including parent occupation, some items about school practices or environment, computer use, activities, and some items about public assistance. Some items were combined, and items about job-seeking (PU15 and PV15) were changed to a closed-ended format for more efficient administration. Pages 29 through 32 of the field test report discuss changes made to reduce administration time.

Other Changes. Other minor changes in wording or item order were made and some items were deleted because the data were collected in other surveys or were found to have little variation in response. These are discussed in the field test report.

Summary

In general, the NHES:2003 instruments were found to work well, but some changes were needed. The PFI instrument required more changes, both for substantive reasons and because of concerns about instrument length. Detailed information is provided in the field test report.

Reinterview

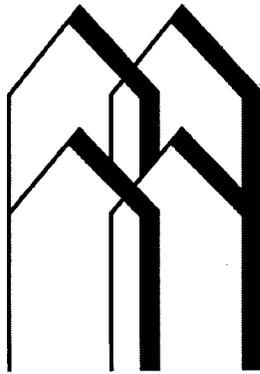
The plan for the NHES:2003 called for the continuation of the reinterview program that has been a feature of many past NHES administrations. Based upon the results of the field test activity, NCES has concluded that a reinterview would be useful for the AEW survey but is not needed for the PFI survey. The AEW reinterview will focus on items concerning reasons for and outcomes of participation in work-related courses and factors associated with participation/nonparticipation. Reinterviews will be administered to 1,000 AEW respondents. The reinterview plan also accompanies this memorandum.

Response Burden

The field test yielded quantitative information about the administration times of the NHES:2003 instruments. Based upon that information, a modified table showing the NHES:2003 response burden for the full-scale survey is given on the next page. The total estimated burden for the NHES:2003 full-scale study is 11,597 hours. This is slightly less than the original estimate of 11,147. While the administration time for the PFI is slightly longer than anticipated, this is offset by the fact that the AEW interviews are shorter than anticipated. In addition, the target number of reinterviews has been reduced to 1,000.

Table 1.—Estimated response burden for the NHES:2001

Interview forms	Estimated time (minutes)	Number of respondents	Number of interviews	Total time (hours)
NHES:2001				
Screeners	3.6	34,000	34,000	2,040
PFI Interview	22	12,585	12,585	4,615
AEWR Interview	16	15,042	15,042	4,012
AEWR Reinterview	5	1,000	1,000	83
NHES:2001 Total		62,627	62,627	10,750



**NATIONAL
HOUSEHOLD
EDUCATION
SURVEYS PROGRAM**

NHES:2003 Field Test Report

July 2002

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TABLE OF CONTENTS

Introduction	1
Sampling Procedures and Completed Interviews.....	1
Field Test Sample Supplementation.....	2
Phase One Interview Goals and Case Management	3
Phase Two Interview Goals and Case Management	4
Interviewer Training Procedures	6
Data Collection and Interviewer Debriefing	7
Phase One.....	7
Phase Two	8
Field Test Issues, Findings, and Questionnaire Revisions	8
Interview Administration Time	9
Findings for the Screener.....	13
Findings for the Parent and Family Involvement in Education (PFI) Survey	14
Findings for the Adult Education for Work-Related Reasons (AEWR) Survey	33
Attachment 1. NHES:2003 Phase One Field Test Training Agenda.....	41
Attachment 2. NHES:2003 Phase 1 Field Test Training Script Outline	42
Attachment 3. NHES:2003 Phase Two Field Test Training Agenda	43
Attachment 4. NHES:2003 Phase 2 Field Test Training Script Outline	44
Appendix A. NHES:2003 Field Test Instruments Phase One	A-1
Appendix B. NHES:2003 Field Test Instruments Phase Two.....	B-1

LIST OF TABLES

1	NHES:2003 phase one field test interviewing targets and results	4
2	NHES:2003 phase two field test interviewing targets and results	5
3	Interview administration times in the NHES:2003 phase one field test	10
4	Interview administration times in the NHES:2003 phase two field test	11
5	Initial cooperations rates in the NHES:2003 phase one and phase two field tests.....	15
6	NHES:2003 phase one interviewing results for the Parent and Family Involvement in Education middle and senior high school paths.....	21

Introduction

This report describes the procedures and findings of the 2003 National Household Education Surveys Program (NHES:2003) field test. The NHES:2003 field test had two primary purposes, to test the instruments under actual survey conditions, and to ensure that the computer-assisted telephone interviewing (CATI) system was operating correctly. The field test provided an opportunity to identify areas of respondent confusion, lack of knowledge, and related measurement issues. In addition, the field test data provided information on response distributions and item nonresponse for the surveys. Efforts to evaluate these issues were largely focused on the few new or revised items included in NHES:2003 surveys, since most items in the surveys have appeared in previous NHES administrations. Interview administration times were also of interest in the field test. The first phase of the field test was conducted from February 1 through February 12, 2002 and the second phase was conducted from April 1 through April 15, 2002.

In the first sections of this report, the field test procedures are described, including sampling, interviewer training, data collection, and debriefing meetings. This discussion is followed by the field test findings and questionnaire revisions. The survey instruments used in phase one are shown in appendix A; phase two instruments are shown in appendix B.

Sampling Procedures and Completed Interviews

An NHES:2003 field test sample of 7,000 telephone numbers was purchased from the Marketing Systems Group (MSG), a commercial firm from which previous NHES field test samples have also been obtained. For cost efficiency and simplification of scheduling interviewers for the field test, the sample included listed, residential telephone numbers from the eastern and central time zones. This reduced the need to screen out large numbers of nonworking and nonresidential numbers and eliminated the need to schedule late-night interviewer hours to cover other time zones. This is common practice for field testing, and does not have any negative implications for the evaluation of survey instrument performance. The purpose of the field test is to test the functionality of the instruments, and not to make statistical estimates about the population. Demographic groups that are central to testing the functionality of the instruments (e.g., adult education participants, Hispanics, etc.) are well represented in the eastern and central time zones.

As in prior NHES field tests, the sample of telephone numbers was targeted at households with children, although the field test sample also included households without children. Specifically, the sample contained a greater number of households with children than would be expected in a random

sample. This was done by using household-level data available on the MSG frame, specifically, a flag indicating the presence of children age 17 or younger in the household. Demographic data were attached to about half of the telephone numbers on the frame, although they were not guaranteed to be completely accurate. The sampling algorithms programmed into the CATI system were the same as those to be used for the full-scale data collection, however these were adjusted during the field test period, as described below. The sample size obtained from MSG was based on interviewing targets for both phase one and phase two of the NHES:2003 field test.

Consistent with the sample design for NHES:2003 main study, each telephone number in the field test sample was randomly assigned to one of three statuses pertaining to the enumeration of household members. The first of these conditions included households in which adults would not be enumerated and thus, no sampling for AEWB would be done; this status was assigned to 10 percent of the field test cases (n=696). The second status included households in which adults would be enumerated only if there were no children/youth in the household; this status was assigned to 45 percent of households (n=3142). The third status included households in which adults would be enumerated regardless of the presence of children in the household; this status was assigned to 45 percent of the sample (n=3142). These proportions are similar to those for the main study sample design.

Field Test Sample Supplementation

In addition to the sample purchased from MSG, the phase one field test also included 10 additional telephone numbers of known households in which one or more children were homeschooled (called a seeded sample). The homeschooling families were recruited through local homeschooling organizations and known contacts of Westat staff members, as well as through a small number of Internet contacts with homeschooling organizations. This procedure was undertaken because a random sample of the size needed for most field test goals would yield few, if any, homeschoolers. The seeded sample was employed to ensure that new homeschooling questions would be tested. All phase one seeded sample cases were assigned a screening status in which adults in the household would not be enumerated for AEWB sampling.

Additional cases were also added to the phase two sample to increase the numbers of interviews with parents of children who were homeschooled. Again, homeschooling families were recruited through local homeschooling organizations and known contacts of Westat staff members, as well as through a small number of Internet contacts with homeschooling organizations. Twenty-one telephone numbers, most of households with more than one homeschooled child, were added to the phase two sample.

Phase One Interview Goals and Case Management

Goals were established for the number of interviews to be conducted in the phase one field test to correspond to each subpopulation of interest in NHES:2003 (table 1). The initial goals for the phase one field test included 100 extended interviews each for the Parent and Family Involvement in Education (PFI) Survey and the Adult Education for Work-Related Reasons (AEWR) Survey. Within the adult population, a goal of 40 interviews with AEWR participants was established. These numbers were developed with the goals of the phase one activity in mind. Specifically, the relatively small phase one field test was designed to provide an opportunity to qualitatively assess the working of the instruments, to have sufficient numbers of cases to take a preliminary look at response distributions and “other, specify” responses, to examine the interview timings, and to test the working of the CATI system. The target number of Screeners was an estimate of the number required in order to meet extended interview goals, and was not a specific interviewing goal itself.

During the phase one field test, decisions concerning the numbers of interviews were modified. The adjustments were largely the result of accommodations to the work schedule resulting from the fact that clearance from the Office of Management and Budget (OMB) was not obtained by the scheduled starting date of February 1. The experienced interviewers assigned to the NHES field test were committed to other studies following the scheduled field period. As a result of the delay in interviewing, flexibility in scheduling, sampling, and the interviewing targets was required to maximize the utility of the phase one interviewing within the logistical constraints of the situation.

The sampling of children for the PFI was stopped when 80 interviews had been completed. The 55 cases in interim status were considered sufficient to complete the interviewing goals. Once the sampling of children was terminated, households that were not designated for the enumeration and sampling of adults (10 percent of the total sample) were classified as inactive in the CATI scheduler and were no longer called. In addition, households that were designated for the sampling of adults only if children were not present (45 percent of the sample) were classified as inactive.

The sampling of AEWR nonparticipants was discontinued once interviews had been completed with 34 nonparticipants in order to focus efforts on the completion of interviews with participants. Interim cases were expected to yield additional interviews with nonparticipants.

The final number of PFI interviews completed during the field test was 103, just above the targeted number of 100; 13 homeschooler interviews were completed. For the AEWR survey, 39

interviews were completed with participants, just shy of the original target of 40. The total number of AEWR interviews completed was 77 (39 with participants and 38 with nonparticipants).

Table 1.—NHES:2003 phase one field test interviewing targets and results

Interview type	Original targets	Interviews completed
Screener*	400	319
PFI interviews, total	100	103
Homeschool path	10	13
AEWR interviews, total	100	77
Participants in any AEWR	40	39
Nonparticipants	--	38

* The target number of Screeners was an estimate of the number required to meet extended interview goals, and was not a goal itself.

-- No specific goals were established for nonparticipant interviews.

NOTE: PFI—Parent and Family Involvement in Education; AEWR—Adult Education for Work-Related Reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program, 2003.

Phase Two Interview Goals and Case Management

All telephone numbers in the original sample for which call attempts had not been made in phase one were included in phase two. In addition, telephone numbers that had been attempted in phase one, but at which no contact had been made, were also included. The total phase two sample was 6,087 telephone numbers, including the seeded sample of 21 homeschooling households. In order to increase the yield of AEWR interviews, all telephone numbers that were not designated for the enumeration of adults (10 percent of the original sample) were reclassified. Under the revised scheme, 2,970 telephone numbers were designated for the enumeration of adults if there were no children present in the household (49 percent of the phase two sample). In addition 3,117 telephone numbers were designated for the enumeration of adults regardless of the presence of children (51 percent of the phase two sample).¹

Interviewing goals for phase two are shown in table 2. The goals included 300 interviews each for PFI and AEWR. Within the population of interest for PFI, a minimum of 80 interviews was established for the elementary, middle school/junior high school, and senior high school paths. In addition, a goal of 30 interviews with parents of homeschooled children was set. Within the AEWR

¹ As noted earlier, the original assignment of enumeration statuses included 45 percent of the total original field test sample being assigned to each of these two conditions. The reallocation of the 10 percent originally designated for no adult enumeration accounts for the differences between the phase one percentages and the phase two percentages.

population, goals of 100 interviews with participants in any work-related educational activity and 70 interviews with participants in work-related courses were established. No specific target number of nonparticipant interviews was established. The relatively larger phase two field test goals were designed to provide sufficient numbers of cases to further examine response distributions and “other, specify” responses; to examine any changes in interview timings resulting from phase one changes; and to test the working of the CATI system. In addition, further qualitative assessment of the working of the instrument was also a part of phase two, focussing especially on changes made following phase one. The target number of Screeners was an estimate of the number required in order to meet extended interview goals, and was not a specific interviewing goal itself.

As in the phase one field test, some manipulation of the field test sample was done during the field period. Specifically, as interviewing goals for subgroups of interest were met, the sampling for the given population (for example, elementary school children) was terminated.

Interviewing goals for PFI were met before AEWR goals were met. Once PFI sampling was terminated, all telephone numbers at which adults were not to be enumerated in the presence of children were placed in inactive status. As a result, all remaining sample numbers were those at which adults would be enumerated and eligible for sampling. After consultation with NCES, the sampling of adult nonparticipants was terminated when 100 interviews with nonparticipants had been completed.

Table 2.—NHES:2003 phase two field test interviewing targets and results

Interview type	Original targets	Interviews Completed
Screener*	1,200	677
PFI interviews, total.....	300	313
Elementary school path (grades K–5).....	80	109
Middle/junior high school path (grades 6–8)..	80	83
Senior high school path (grades 9–12)	80	84
Homeschool path (grades K–12)	30	37
AEWR interviews	300	260
Participants in any AEWR.....	100	160
Participants in work-related courses.....	70	129
Nonparticipants.....	--	100

* The target number of Screeners was an estimate of the number required to meet extended interview goals, and was not a goal itself.

-- No specific goals were established for nonparticipant interviews.

NOTE: PFI—Parent and Family Involvement in Education; AEWR—Adult Education for Work-Related Reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program, 2003.

The final number of PFI interviews completed during the field test was 313, just above the targeted number of 300. Interviewers completed 109 interviews with parents of elementary school students (grades K through 5), 83 interviews with parents of middle schoolers (grades 6, 7, and 8), and 84 interviews with senior high school students (grades 9, 10, 11, and 12). In addition, 37 homeschooler interviews were completed. Thus, all PFI interviewing targets were met.

For AEW, interviews were completed with 160 adults who participated in any work-related educational activity, including 129 adults who participated in one or more work-related courses. In addition, interviews were completed with 100 nonparticipants. The total number of AEW interviews was 260. Although this is less than the initial total goal of 300 AEW interviews, the decision was made in consultation with NCES to end interviewing, because all subgroup targets had been met.

Interviewer Training Procedures

Phase one interviewer training was conducted at Westat's Frederick, Maryland Telephone Research Center (TRC) on the evening of January 31, 2002. Nine interviewers were trained for the field test, all of whom had experience as interviewers in previous NHES studies.

The training session included interactive lecture scripts that presented scenarios in which household members were sampled and interviewed. In addition, a special, brief interactive interview was conducted to show the questions to be asked of parents of homeschooled children. The sessions also provided an opportunity to review questions commonly asked by respondents and furnish the interviewers with appropriate answers. The training session presented information on the mechanics and flow of each NHES:2003 survey, important substantive concepts in each interview, and some strategies for refusal avoidance. The training agenda and interactive script outline for the field test are attached to this report (attachments 1 and 2). The training lasted approximately 3.5 hours.

Two training sessions for the phase two field test were held at the Frederick, Maryland TRC. The first of these was a one-hour session with eight interviewers who participated in the phase one field test. This session included one AEW script and one PFI script (each with a Screener), and a review of homeschooling items. Changes to the instruments following phase one were emphasized (the agenda is given in attachment 3; the scripts are described in attachment 5). The second training session was conducted for three interviewers who were NHES-experienced but had not been available for phase one interviewing. This session utilized the same training agenda and outline of scripts as the phase one

training (see attachments 4 and 5). All scripts were recreated using the revised phase two CATI system. Both phase two training sessions were held on April 1, 2002.

Data Collection and Interviewer Debriefing

Phase One

As noted above, OMB clearance had not been received by the scheduled starting date of February 1. Because receipt of clearance was imminent, the phase one training session (described above) was held as scheduled. However, the conduct of more than nine interviews requires OMB approval. As a result, the only telephone numbers dialed during the weekend of February 2 and 3 were nine homeschool cases from the seeded sample.

OMB clearance was received on Monday, February 4, and interviewing for cases other than the initial nine homeschooling cases began that evening. The phase one field test was originally scheduled to be completed on Monday, February 4, but interviewing was extended due to the delay in receiving OMB clearance and restrictions on the availability of the interviewers. The field test ended on February 12.

During field test data collection, Westat NHES staff, TRC supervisors, the National Center for Education Statistics (NCES) project officer for NHES, and Education Statistics Services Institute (ESSI) staff monitored interviews extensively. At least one person from the NHES project staff or the TRC Operations Manager monitored interviews during all field test data collection hours. Monitors and interviewers documented questionnaire-related matters, such as respondent questions or confusion, recall problems, awkward question wording, and CATI-related problems.

An interviewer debriefing meeting was held on Tuesday, February 12 at the Frederick TRC location. A standard feature of NHES, this meeting was used to obtain feedback from the interviewers concerning their experiences in administering the survey. The meeting focused on obtaining interviewers' observations regarding the overall flow of the questionnaires, specific questionnaire items that had been targeted for examination, concepts or other issues that should be emphasized during interviewer training, as well as other additional feedback interviewers wished to give. The debriefing was attended by the NHES project director, survey managers, the TRC operations manager, the NCES project officer, and three ESSI staff members.

A staff debriefing was held on February 19, and included the NHES project director and survey managers, the NCES project officer, and ESSI staff. Initial recommendations for instrument changes

were discussed at this meeting, and many decisions were made at that time; some additional issues were resolved in subsequent conference calls or electronic mail exchanges.

Phase Two

Interviewing for phase two of the field test was conducted from April 1 through April 15, 2002. As in phase one, interviews were monitored by Westat's NHES staff, TRC staff, the NCES Project Officer, and ESSI staff. Monitors and interviewers documented questionnaire-related matters, such as respondent questions or confusion, recall problems, awkward question wording, and CATI-related problems.

An interviewer debriefing meeting was held on April 11 at the Frederick, Maryland TRC. This meeting was attended by Westat's NHES project director and survey managers, the NCES project officer, and ESSI staff. Interviewers were asked about specific questions and issues that were of interest in the phase two testing, and were also encouraged to share other observations or concerns.

A staff debriefing meeting was held at the NCES offices on April 23. Prior to this meeting, the survey managers reviewed item frequency distributions, "other, specify" responses, and interviewer on-line CATI comments. Most questionnaire issues were resolved at this meeting, but some further analyses were needed for outstanding issues, and some consultations by NCES with the Office of Management and Budget, the Office of Special Education Programs, and the Food and Nutrition Service were needed. Remaining issues were resolved in subsequent electronic mail and telephone discussions.

Field Test Issues, Findings, and Questionnaire Revisions

Because NHES:2003 included many questions and sections administered in previous NHES studies, the testing focused primarily on new or revised questions and items that were modified after the cognitive research activities. However, other items were considered for revision when problems in the administration of the items were identified. The field test also provided an opportunity to collect questionnaire administration timings. The CATI system allows multiple timing markers giving the amount of time required to administer each section of the interview in addition to the total time required for the interviews. The tools for analyzing the questionnaires included these interview administration times, feedback from interviewers, and the observations that staff members made while monitoring the interviews. The field test analysis also included examinations of the item response and nonresponse

distributions, entries in "other, specify" fields, on-line comment entries, and hard and soft range data editing violations.

Documented below are the field test findings and recommendations for questionnaire revisions, beginning with the findings regarding interview administration times. Other findings described below pertain to the specific questionnaire issues that were anticipated before the field test began, as well as to other issues that emerged during the two field tests.

Interview Administration Time

Tables 3 and 4 give the average administration time in minutes for each NHES:2003 instrument during phases one and two of the field test, respectively, by subpopulations of interest.

Screener. The phase one Screener administration time was about three and one-half minutes, the length expected based upon experience with a nearly identical Screener in NHES:2001 (table 3). The average time was slightly longer in phase two, 3.71 minutes (table 4). This reflects the fact that phase two contained no telephone numbers that were excluded from adult enumeration in those households without children. Thus, there were no households in phase two in which no members were enumerated. Because the phase one screening approach more closely resembled the approach for the main study, the phase one Screener timing is more reflective of actual survey conditions. Thus, the estimated administration time for the Screener in the main study is 3.58 minutes.

Parent and Family Involvement in Education. The administration time for the PFI interview in phase one was 22.08 minutes, longer than the target maximum average of 20 minutes. While the administration time for homeschoolers was 17.08 minutes, all other paths exceeded the administration time target. The senior high school path was notably longer than all other paths (27.52 minutes). An examination of the cases showed that 20 of the 22 PFI interviews about senior high school students were the first PFI interviews administered in their households, and therefore included questionnaire sections (mother and father characteristics, household characteristics) that are not asked in second interviews.²

In all telephone surveys, some interviews are atypical in administration time. An interview may be interrupted by a parent attending to children or a visitor at the respondent's door. A respondent who asks many questions or makes many tangential comments throughout the interview can also extend the time

² Following the field test, a change was made in the CATI system to randomize the order of PFI interviews when the Screener respondent is the most knowledgeable parent (which has typically been the true of more than 80 percent of parent interviews about children in previous NHES administrations).

required. In order to examine the timings without the effect of these extreme cases, the timings for the PFI were edited such that timings exceeded the 95th percentile of interview length for all PFI interviews were topcoded to the value of the 95th percentile. These topcoded values are also shown in table 1, below the unedited PFI timings.

Table 3.—Interview administration times in the NHES:2003 phase one field test

Completed extended interviews	Number	Interview length in minutes				
		Mean	Standard deviation	Quartiles		
				75th percentile	Median	25th percentile
Screener	319	3.58	1.11	4.00	3.38	2.85
PFI survey						
Elementary school path (grades K–5).....	41	21.29	6.34	25.88	22.88	14.43
Middle/junior high school path (grades 6–8).	27	21.25	5.09	25.28	20.92	17.35
Senior high school path (grades 9–12).....	22	27.52	8.30	31.12	27.00	23.62
Home school path (grades K–12)	13	17.08	5.62	22.13	18.50	12.63
Overall	103	22.08	7.09	26.52	22.25	16.77
PFI survey, topcoding longest 5 percent ¹						
Elementary school path (grades K–5).....	41	21.23	6.21	25.88	22.88	14.43
Middle/junior high school path (grades 6–8).	27	21.25	5.09	25.28	20.92	17.35
Senior high school path (grades 9–12).....	22	26.20	5.54	31.12	27.00	23.62
Home school path (grades K–12)	13	17.08	5.62	22.13	18.50	12.63
Overall	103	21.77	6.24	26.52	22.25	16.77
AEWR survey, all interviews						
Participants	39	23.46	9.53	26.40	21.83	17.98
Nonparticipants.....	38	10.63	2.57	12.52	10.43	8.87
Overall	77	17.13	9.51	21.83	14.48	10.50
AEWR survey, topcoding longest 5 percent ¹						
Participants	39	22.10	5.17	26.40	21.83	17.98
Nonparticipants.....	38	10.63	2.57	12.52	10.43	8.87
Overall	77	16.44	7.07	21.83	14.48	10.50

¹ For both the PFI and the AEWR, the longest five percent of interviews were topcoded to the value of the 95th percentile. Both original and topcoded timing averages are given for the PFI and AEWR interviews.

NOTE: PFI—Parent and Family Involvement in Education; AEWR—Adult Education for Work-Related Reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program, 2003.

There is little difference in the average unedited and topcoded administration times for the elementary school path, and no difference for the middle school and home school paths. The largest

difference is seen in the senior high school path, which, as noted above, had the longest average administration time. The average administration time for senior high school path interviews after topcoding (26.20 minutes) is about 1.3 minutes longer than the unedited average (27.52 minutes). The overall average timing for the PFI is about 0.4 minutes shorter after topcoding (21.77 minutes versus 22.08).

Table 4.—Interview administration times in the NHES:2003 phase two field test

Completed extended interviews	Number	Interview length in minutes				
		Mean	Standard deviation	Quartiles		
				75th percentile	Median	25th percentile
Screener	677	3.71	1.15	4.18	3.43	2.98
PFI survey						
Elementary school path (grades K–5).....	109	18.87	6.41	23.32	17.68	13.45
Middle/junior high school path (grades 6–8).	83	22.43	6.87	26.33	21.85	17.78
Senior high school path (grades 9–12).....	84	23.05	5.50	26.35	22.50	19.50
Home school path (grades K–12)	37	15.69	5.88	19.82	16.15	10.18
Overall	313	20.56	6.71	24.95	20.38	15.47
PFI survey, topcoding longest 5 percent ¹						
Elementary school path (grades K–5).....	109	18.83	6.34	23.32	17.68	13.45
Middle/junior high school path (grades 6–8).	83	22.00	5.82	26.33	21.85	17.78
Senior high school path (grades 9–12).....	84	22.91	5.23	26.35	22.50	19.50
Home school path (grades K–12)	37	15.69	5.88	19.82	16.15	10.18
Overall	313	20.40	6.32	24.95	20.38	15.47
AEWR survey, all interviews						
Participants	160	20.93	6.89	24.50	19.58	15.72
Nonparticipants.....	100	10.47	3.02	11.21	9.98	8.74
Overall	260	16.91	7.65	21.10	15.38	10.76
AEWR survey, excluding longest 5 percent ¹						
Participants	160	20.50	5.84	24.50	19.58	15.72
Nonparticipants.....	100	10.47	3.02	11.21	9.98	8.74
Overall	260	16.64	6.95	21.10	15.38	10.76

¹ For both the PFI and the AEWR, the longest five percent of interviews were topcoded to the value of the 95th percentile. Both original and topcoded timing averages are given for each interview.

NOTE: PFI—Parent and Family Involvement in Education; AEWR—Adult Education for Work-Related Reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program, 2003.

The average time for each PFI interview path was weighted to reflect the expected distribution of children by path in the main study (taken from the NHES:2003 sample design and the observed NHES:1999 percentage of homeschoolers in grades K through 12). Using this approach, the phase one weighted average PFI administration time is 23.19 minutes for unedited timings and 22.74 minutes for topcoded timings (not shown in tables). This is slightly longer than the average observed for the distribution of cases in the field test.

The administration time for the PFI interview in phase two of the field test was 20.56 minutes for the unedited timings and 20.40 minutes for the topcoded timings (table 4). This finding of very little difference in the edited and unedited PFI averages is consistent with the phase one findings. The weighed average timings, based on the anticipated number of interviews in each PFI path in the main study, are 20.96 minutes (unedited) and 20.82 minutes (topcoded). Although the PFI interview was shorter in phase two than in phase one, the interview still exceeded the administration time target.

The timings were examined separately for the first PFI interview to be conducted in a household and the second PFI interview in a household. The average unedited time of first PFI interviews was 23.72 minutes and the topcoded average time was 23.49 minutes. For second PFI interviews, the average unedited time was 13.30 minutes and the average topcoded time was the same (not shown in table). This difference reflects the fact that several sections of the interview (those sections pertaining to the characteristics of mothers, fathers, and households) are asked only once in most households. In the full-scale study, about one-third percent of PFI interviews will be second interviews; in the phase two field test 30 percent of PFI interviews were second interviews (95 of 313). Thus, the distribution of first and second interviews in phase two is reflective of the main study.

Adult Education for Work-Related Reasons. The overall administration times for the AEWB interview in the phase one field test were 17.13 minutes (unedited) and 16.44 minutes (topcoded), within the target time range (table 3). For nonparticipants, the administration time was 10.63 minutes (both unedited and topcoded). The longest administration times, as expected, were for AEWB participants, for whom the average interview lengths were 23.46 minutes (unedited) and 22.10 minutes (topcoded) (not shown in tables).

The field test had specific targets for AEWB interviews with participants and nonparticipants. When the timings are weighted to reflect the anticipated percentages of interviews with participants and nonparticipants in the main study, the projected average AEWB administration times based on the phase one version of the AEWB instrument were 16.01 minutes (unedited) and 15.44 minutes (topcoded).

In the phase two field test, the overall AEW administration times were 16.91 minutes (unedited) and 16.64 minutes (topcoded) (table 4). For participants, the administration times were 20.93 minutes (unedited) and 20.50 minutes (topcoded), about 1.5 minutes shorter than the phase one administration times. The average administration time for nonparticipants was 10.47 minutes (both unedited and topcoded) which is about the same length as the phase one administration time.

When the phase two AEW timings are weighted to reflect the anticipated percentages of interviews with participants and nonparticipants in the main study, the projected average AEW administration times are 14.98 minutes (unedited) and 14.68 minutes (topcoded).

Phase two administration times for those participants who took work-related courses were also examined. Note that these participants may have participated in credential programs or apprenticeship programs in addition to the work-related courses and, in those cases, the timings include those sections as well. The average phase two administration time for participants who took only one work-related course was 17.5 minutes (both unedited and topcoded). For those who took two work-related courses, the average times were 20.2 minutes (unedited) and 20.1 minutes (topcoded). The average administration times for respondents who took three courses were 26.9 minutes (unedited) and 26.7 minutes (topcoded). Finally, the average administration times were 29.8 minutes (unedited) and 28.0 minutes (topcoded) for participants who took 4 or more work-related courses (not shown in tables).

Findings for the Screener

Because the NHES:2003 was nearly identical to the NHES:2001 Screener, no problems with its administration were anticipated, and this was the case. However, a new question was added to the Screener, asking whether adults in the household had worked for pay or income in the previous year (S18A). This item was monitored for respondent uncertainty when reporting for other adults in the household. No such problems were observed. In addition, the review of frequency distributions showed that there were no “don’t know” or “refused” responses to this question in phase one and only one “don’t know” response in phase two. This indicates that lack of respondent knowledge is not a significant problem for this item.

Between phases one and two, the introduction at item SCR_N_20 was changed to reflect the requirements of the Uniting and Strengthening America by Providing Appropriate Tools Required to

Intercept and Obstruct Terrorism Act (USA PATRIOT Act) of 2001 (Public Law 107-56).³ Specifically, SCRN_20 was changed to read:

SCRN_20. The U.S. Department of Education is conducting a voluntary research study about the educational experiences of both children and adults. Your responses are confidential and will be protected to the fullest extent allowable under law. Are any of the people who normally live in your household age 20 or younger?

One concern was that this change in wording might have a negative effect on survey cooperation rates. During the phase one field test, the initial cooperation rate at the Screener level was 53.4 percent (table 5). During phase two, the initial cooperation rate was 48 percent. Among those telephone numbers included in the phase two field test that had never been attempted in the phase one field test, the cooperation rate was 44 percent. One reason for the differences among these overall initial cooperation rates is the difference between phase one and phase two in the distribution of the adult enumeration flag described earlier. Specifically, the portion of the sample in which no enumeration was required was eliminated. Examining initial cooperation rates by the adult enumeration flag, no significant differences were found, based on t tests that assume independent simple random samples. (Although these assumptions do not hold, the conclusions are still expected to hold.) The t values for these tests range from 1.30 to 1.50. In addition, the manipulation of the sample conducted during the field test may have affected the cooperation rates, for example, by deactivating cooperating households in interim statuses because they were no longer needed (for example, households in which adults were not to be enumerated in the presence of children). As a result of these factors, the effect of the new statement cannot be assessed with the available information.

Findings for the Parent and Family Involvement in Education (PFI) Survey

Findings are first described below by item number in the order of the PFI questionnaire sections. Following this, changes that affect items across sections are discussed.

Child ethnicity and race (PA3 and PA4). During phase one of the field test, the question about child race was the same as it had been in previous NHES surveys. The question asked the respondent to indicate one race. More than one race could be indicated in the "other" category. During phase two of the field test, a new race question was used in order to comply with new OMB standards. The new item is shown below.

³ The full text of the PATRIOT Act can be found at the Library of Congress web site <http://thomas.loc.gov/cgi-bin/bdquery/z?d107:HR03162;TOM:/bss/d107query.html>

Table 5.—Initial cooperation rates in the NHES:2003 phase one and phase two field tests

Field test phase and instrument	Completed interviews	Completed plus refused interviews	Initial cooperation rate (percent)
Phase one			
Screener, total.....	319	597	53.4
Screener, adults not enumerated in any household.....	21	28	75.0
Screener, adults enumerated.....	170	334	50.9
Screener, adults enumerated if no children in household...	128	235	54.5
Parent and Family Involvement in Education interview.....	103	109	94.5
Adult Education for Work-Related Reasons interview.....	77	96	80.2
Phase two, all cases			
Screener, total.....	677	1439	47.0
Screener, adults enumerated.....	562	1199	46.9
Screener, adults enumerated if no children in household...	115	240	47.9
Parent and Family Involvement in Education interview.....	313	344	91.0
Adult Education for Work-Related Reasons interview.....	260	334	77.8
Phase two, cases not attempted in phase one			
Screener, total.....	505	1,094	46.2
Screener, adults enumerated.....	473	1,023	46.2
Screener, adults enumerated if no children in household...	32	72	44.4
Parent and Family Involvement in Education interview.....	175	194	90.2
Adult Education for Work-Related Reasons interview.....	208	267	77.9

NOTE: The initial cooperate rate is calculated by dividing the number of completed Screeners (C) by the sum of completed and refused (R) Screeners (C/C+R).

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program, 2003.

PA4. Now I am going to read you a list of racial groups. After you have heard the list, you may choose one or more that apply to (him/her).
[CODE ALL THAT APPLY.]

- CWHITE** White..... 1
- CBLACK** Black or African American, 2
- CAMIND** American Indian or Alaska Native, 3
- CASIAN** Asian, or..... 4
- CPACI** Native Hawaiian or other Pacific Islander?..... 5
- CRACEOTH** OTHER RACE 91
- CRACEOS** SPECIFY _____
- REFUSED..... -7
- DON'T KNOW -8

About 3% of respondents did not choose a child's race, 95% of respondents gave one race, and 3% chose more than one race (percentages to not sum to 100 due to rounding). The new question about child race worked well, except that interviewers commented that it was awkward to have questions about

the child's race so early in the interview. Respondents questioned why an education survey needed this information. Interviewers requested that these questions be moved to a later position in the survey. At the staff debriefing at NCES, it was decided that in addition to the race variables, some demographic questions could be moved to follow the relationship question in item PA10 and others could precede the mother demographic questions in section PU. Following the field test, the single-response race question used previously in the NHES replaced the multiple response item. This change was made to support the weighting process, in which NHES estimates will be raked to totals from the Current Population Survey.

Phase two changes. PA6 (language child speaks most at home) and PA6b (language respondent speaks most at home) were moved to follow PA10 (relationship to child). PA3 (Hispanic origin), PA4 (race), PA5 (where child was born), and PA5OV (age child moved to U.S.) were moved to precede section PU. The single-response race question was reinstated.

Parents' Boyfriends/Girlfriends (PA8). Interviews were monitored to determine if this category was coded correctly. No cases were observed in monitoring that used this code. In the frequencies from the field test, one case with this category was found in phase one and two cases were found in phase two. The proper use of this category will be emphasized in training.

Homeschoolers (PB8-PB14). Interviews with parents of homeschoolers were monitored to determine whether the questions that were unique to the homeschool path (PB8-PB14) and those that were also asked of parents of children in other paths made sense to homeschooling parents. Findings in phase one showed that there was some confusion about the meaning of several questions. For example, in PB8 (sources of curriculum or books for homeschooling), respondents were confused about what the introduction was asking about (materials) versus the main question stem (a detailed curriculum or books). Another respondent was confused by the use of the words "a detailed curriculum" because she did not use a whole curriculum, but part of one. Respondents were also confused by what was meant by books from a publisher and whether purchases at retail bookstores should be counted. In PH11, it was also noted that "e-mail" should be included in PH11b "A course or instruction provided over the Internet or World Wide Web."

Findings in phase one also showed that the categories that were most often mentioned by respondents did not appear until the middle or end of the list of sources. This was also the case for questions PB9 (other services or activities used to home school child) and PB11 (use of distance learning courses by homeschooling parents). This resulted in respondents mentioning the sources of materials or courses before the question about the source was asked.

Some questions were problematic for homeschoolers whose children were only schooled at home because their situation is different from parents of children who only attend school. For example, in

PH9b (use of computer for educational activities not connected with school), homeschooling parents commented that all educational activities are connected with homeschool. The same type of comment was heard from homeschooling parents in reference to PH12a (music lessons), PH12e (educational programs), and PH12g (other regular activities or lessons) in which homeschooling respondents were asked to report activities their children had done that were not part of homeschool instruction. Respondents said that all of these lessons, programs, and activities were part of homeschool instruction and that they could not be separated from it.

Phase one changes: For the items listed above, the following changes were decided upon during the debriefing meeting and subsequent discussions for phase one:

- *The introduction in PB8 (source of curriculum or books) was changed to match the main question stem and have both refer to curriculum or books.*
- *In PB8 the words "a detailed" in front of curriculum were deleted because at least one person was confused because she did not use the whole curriculum but part of it.*
- *In PB8, wording was added to indicate that items from an educational publisher or a publisher who specializes in homeschooling materials need to have been "obtained directly" from the publisher.*
- *The response categories in PB8, PB9, and PB11 were reordered to put the most commonly-used categories first.*
- *The skip to not ask PH9b for children who are only schooled at home was changed. Because educational activities and schoolwork seem to be the same thing for many homeschoolers, PH9a (use of computer for schoolwork) and b (use of computer for other educational activities) were combined for homeschooling parents.*
- *The word "e-mail" was added to the list of ways that courses or instruction can be provided over the Internet or the World Wide Web (PB11c).*
- *In PH12, the reference to activities not being part of homeschool instruction were deleted. In PH12a (music lessons), PH12e (educational programs), and PH12g (other activities or lessons), wording was revised to refer to activities provided by someone other than the homeschooling parent.*

In phase two of the field test, the homeschooling items were monitored to examine the effects of the changes in phase one. In general, the items worked much better in the second field test. However, PB11a (courses or instruction used from a homeschooling catalog) was hard to understand for some respondents. They did not understand the word "instruction" in "course or instruction." This item also seemed very similar to the question asked in PB8b (have you used curriculum or books obtained directly from a publisher or individual who specializes in homeschooling materials) and findings showed that there was 81% agreement between the items.

Phase two change. PB11a was deleted and included in the text for PB8b (Have you used curriculum or books directly from a homeschooling catalog, publisher, or individual who specializes in homeschooling materials?).

School choice (PC7). During phase two of the field test, when asked if the school their child attends was the respondent's first choice, the response was sometimes that the school their child attends was the child's first choice.

Phase two change. A probe was added to PC7 that says, "PROBE: IF R SAYS IT WAS CHILD'S FIRST CHOICE, ASK: "Was it also your first choice?"

Year-round School (PC14). In phase one monitoring, it was noted that there was no need to read the definition of year-round and traditional school schedules twice in PC14 if there were two interviews with the same MKR.

Phase one change. The definition of year-round and traditional schedule schools was displayed once in PC14 if there were two interviews with the same MKR.

During monitoring of phase two of the field test, it was noted that the long introduction in this question was not necessary. Respondents seemed to understand the difference between year-round schools and those with traditional schedules.

Phase two change. In PC14, wording was changed to "Does (CHILD) go to a school with a traditional schedule with most of the summer off or does (he/she) go to a school with a year-round schedule?"

School Makes It Easy to Be Involved (PD1d). During the phase two staff debriefing, it was noted that this item could be more specific and refer to "my family" being involved at the school.

Phase two change. The words "my family" were added to PD1d to read "(CHILD)'s school makes it easy for my family to be involved there."

Suspensions and Expulsions (PD9). During phase two monitoring, it was noted that some respondents were confused about whether they should count detentions as "in-school suspensions." During the staff debriefing with NCES, it was decided to add text to the question that indicates that detentions should be excluded. Also, to shorten the instrument it was decided that PD9, PD10, and PD11 could be combined into one item.

Phase two change. PD10 was reworded as shown below.

<i>PD10.</i>	<i>Has (CHILD) had . . .</i>	<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
SESUSOUT	<i>a. An out-of-school suspension?.....</i>	<i>1</i>	<i>2</i>	<i>-7</i>	<i>-8</i>
SESUSIN	<i>b. An in-school suspension, not counting detentions?.....</i>	<i>1</i>	<i>2</i>	<i>-7</i>	<i>-8</i>
SEEXPELD	<i>c. Has child ever been expelled?</i>	<i>1</i>	<i>2</i>	<i>-7</i>	<i>-8</i>

Educational Expectations (PD12). In monitoring this question during phase one, it was apparent that the word "school" (How far in "school" do you expect (CHILD) to go in his/her education?) was not needed because the question also asks how far the child is expected to go in his/her "education." Another finding for this question was that some respondents had difficulty understanding the word "expect." In the main study, there will be a definition of this word on the help screen and this will allow interviewers to help respondents who do not understand the question.

During discussions following the phase one field test, it was noted that the response categories in PD12 are different from those of the Early Childhood Longitudinal Study–Kindergarten Cohort (ECLS-K). Most categories are very similar to the ECLS-K, however, the ECLS-K does not have a response category for vocational school.

Phase one change. The words "in school" were deleted. The response categories were changed to match those in ECLS-K, except that the category for vocational school that ECLS-K does not have was kept.

During phase two of the field test, it was noted by interviewers that the detailed categories included in PD12 are more specific than appropriate to some respondents' future plans (e.g., they do not know if their child will get a master's degree or a Ph.D.) The categories for a master's degree and Ph.D. should be combined.

Phase two change. Categories 6 and 7 were combined to read "to earn a graduate degree or professional degree beyond a bachelor's."

School provided information about courses and curriculum that are needed to prepare students for school or work after high school (PD13). During phase one, this question was discussed in terms of whether it could be asked once per interview if two children attend the same school and the most knowledgeable parent/guardian respondent (MKR) is the same for both children. Although this change may make sense for some households, the information provided by schools may come from teachers and thus be specific to the child. Also, the intent of the question is to find out how well the school provides this information for the subject child, not how well they do this in general for children in the school.

During the phase one field test it was also noted that the response categories needed to be changed to have a wider range. Some schools may not provide information well and in the current set of response categories there is no way to report this.

***Phase one change.** The words "for (him/her)" were added at the end of the question to make the question specific to the focal child. A category for "not very well" was added.*

During phase two of the field test, it was decided that this was a lower priority item relative to the other items and that it could be deleted.

***Phase two change.** PD13 was deleted.*

Plans and information about education or work after high school (PD14, PD15, PH6e, PH6f, PH12f). During phase one of the field test, some parents of children in middle school reported to interviewers that their children were still too young for this to be an issue for them. As a result, these respondents felt that the questions did not apply to them. No such problem was observed among parent respondents for children in senior high school.

The data showed parents of middle schoolers reporting generally fewer "yes" and "often" answers than parents of children in senior high to questions related to education or work after high school, with the exception of having enough information to start planning to pay for the child's education after high school (table 6). In the main study, such findings will be informative in terms of showing that the progress of initiatives to have children and families begin to think about post-high school plans in the middle school grades.

No deletions are suggested for these items; however, two items were changed slightly to accommodate answers that indicate respondents have not yet considered the issue. This change will also provide information about what percentage of families has not yet thought about these subjects. Another wording change was made to add vocational school to PD15 (whether the respondent has enough information about the amount needed to pay for college or vocational school).

***Phase one changes:** For items PD14 (family plans to pay for education after high school) and PD15 (whether family has enough information about the amount needed for college), the words "or have you not thought about it yet" were added to the question. An additional response category for "HASN'T THOUGHT ABOUT YET" was also added. A reference to vocational school was added to PD15.*

Table 6.—NHES:2003 phase one field test interviewing results for the Parent and Family Involvement in Education middle and senior high school paths

Question	Middle school	Senior high school
PD14. Plans to pay for college.....	80% (Yes)	95% (Yes)
PD15. Enough information to start planning to pay	76% (Yes)	62% (Yes)
PH6e. Talk to about plans for education	22% (Never)	4% (Never)
PH6f. Talk to about plans for work.....	22% (Never) 52% (Sometimes) 26% (Often)	14% (Never) 50% (Sometimes) 36% (Often)
PH12f. Programs to prepare for college entrance exams	0% (Yes)	23% (Yes)

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program, 2003.

School practices in communicating with parents (PE6). In phase one, some respondents did not understand what "personal notes" meant in PE6a. They did not know if it referred to memos addressed to all parents about all children in the class/school. The intent of the question is to ask about notes specifically about the child.

Phase one change. The words "specifically about (CHILD)" were added to the end of the question.

During phase two, respondents seemed to understand the question about personal notes better; however, during monitoring it was noted that several asked whether "E-mails" should be included. Results also showed that respondents did not understand the difference between memos, newsletters, and notices to all parents although they appeared to understand the intention of the item when all of these forms of communication were put together. Thus, these types of communication should remain collapsed into one item.

It was also found that the answer to all the questions about forms of communication from the school depended on how the question was asked. In the main questionnaire, if a respondent reported having a particular type of contact with the school, he or she was asked if this contact occurred one to two times, or three or more times. In a debriefing question at the end of the first PFI interview, respondents were asked the questions again (if they had said "yes" to PE6a or PE6c, or "yes," "no," or "don't know" to

PE6b in the original questionnaire) but were allowed to give an open-ended response to the frequency questions. In addition, respondents were asked about the forms of communication in PE6c (newsletters, memos, or notices addressed to all parents) in three separate items.

Findings showed that there were discrepancies between the questionnaire answers and those in the debriefing. There was:

- 68% agreement between questionnaire version of item PE6a about personal notes and debriefing version.
- 72% agreement between the questionnaire version of item PE6b about newsletters, memos, and other notices and the debriefing version (12% said "don't know" or "refused" in the debriefing and 3 or more in questionnaire).
- 73% agreement between the questionnaire version of item PE6c on telephone calls and the debriefing version (13% said "3 or more" telephone calls in the debriefing, but "1 to 2" calls in questionnaire).

Respondents tended to report higher numbers when asked for the frequency rather than being given a category. However, it is unclear which report is more accurate. During discussions after the phase two field test, it was decided to keep PE6a, b, and c as they currently are in the questionnaire (that is, with categorical responses, which is also how they were asked in PFI-NHES:1996). It was decided to add E-mail to PE6a because it is a form of written correspondence.

Phase two change. The words "or E-mails" were added to PE6a (Sent your family personal notes or E-mails specifically about (CHILD)?).

School Practices (PE8). This question asks about practices schools use to involve families. Some schools may not provide information well and in the phase one set of response categories there was no place to report this.

Phase one change. A category for "not very well" was added.

Say in Decisions about Child's Placement in Particular Classes (PE13). This item was examined for any problems related to how much interviewer-respondent discussion was involved if respondents indicated that they did not have a say in decisions about their child's placement in particular classes because their child's school is small and only has one class per grade. This issue did not appear to be a problem in either phase of the field test according to the interviewer debriefing or monitoring. Only two respondents had questions about this item.

Phase one and two change. No change. The issue will be discussed in training.

Requested particular teacher or course (PE14). During monitoring of the phase two field test, it was noted that some respondents indicated they could request to not get a particular teacher but they could not request a particular teacher. During the staff debriefing with NCES, it was also noted that to be consistent with other questions, it should refer to requests made at the child's school.

***Phase two change.** PE14 was reworded to ask "Have you ever requested that (he/she) get or not get a particular teacher or course at (his/her) school?"*

Perception about Amount of Standardized Testing at School (PE16). This question asks the respondent how he/she feels about the amount of testing at the child's school. Because the amount of testing varies by grade level, in phase one it was found that the reference to the testing done at the school was not specific enough.

***Phase one change.** After phase one, the word "school" in the first sentence of the question was changed to "grade."*

During phase two of the field test, it was noted that there were several comments from respondents that indicated they could not answer PE16 because there was no testing at their child's grade level. It was decided in staff discussions following the field test to return to asking the question at the school level.

***Phase two change.** The question regarding standardized testing was changed back to the school level.*

Homework (PF1, PF2). During phase one of the field test it was found that parents of young children, particularly those in kindergarten, were unsure whether to say that their children had homework. Because of this, an instruction was needed on the screen for PF1 (how often the child does homework) to define homework. Defining homework would provide better data on whether the question about hours of homework in an average week (PF2) is appropriate to children in the lower grades.

Another phase one field test finding in this section was that interviewers sometimes recorded the wrong answer to PF1 because the answer category numbers were not well-matched to the content of the categories. For example, a respondent who said two times a week was recorded as a "2" which meant "less than once a week" according to the response categories.

In addition, some respondents answered with "every day." Interviewers who probed determined that this sometimes meant 4 days a week (every weekday but Friday) or 5 days a week.

Another issue with the homework question categories in PF1 was that they referred to "times" rather than "days." A child may do homework twice a day, but this was not meant to count as "two times."

Phase one changes. *The following changes were made for PF1 (how often the child does homework):*

- *A screen instruction was added that says, "[ANY SCHOOLWORK THAT CHILD IS SUPPOSED TO DO OUTSIDE OF SCHOOL IS CONSIDERED HOMEWORK]."*
- *The numbers in the categories were changed so that the first category "Never" is category number 0. The correspondence between the numbers and content of the categories will still not be an exact match, but will be improved. Recording answers correctly for this item will be a training issue.*
- *The response categories were changed to refer to "days" rather than "times."*
- *A probe was added to use if the respondent says "every day." The probe is: [IF R SAYS "EVERY DAY," PROBE: Would that be 3 to 4 days a week, or 5 or more days a week?]*

During phase two of the field test, it was found that some respondents reported very little homework in PF2 (hours of homework) and that a category for "less than an hour" of homework was needed. A debriefing question was asked about PF2 to find out whether respondents had difficulty answering it and if so why. Overall, 19% had difficulty answering about homework hours. Contrary to expectations, difficulty with answering this question increased with grade. The following percentages indicate what percentage, by path, had trouble answering the question: elementary (11%), middle/junior high school (19%), senior high school (30%). The difficulty with making estimates for older children seemed to stem from parents being less aware of the homework children did because older children do homework more independently. Parents of younger children had difficulty because their children sometimes did not have regular homework each week. Despite the problems with this question, it was decided that it would be retained because it provides at least a gross measure of the amount of homework. It is not enough to have item PF1 because it is not known how many hours of homework is done each time that it is done (e.g., a child may do homework 5 days a week for 10 minutes each time or do homework twice a week for 2 hours each time).

Phase two changes. *A category was added to PF2 for "LESS THAN AN HOUR, BUT NOT ZERO."*

Persons Involved in Activities (PH5). During monitoring in phase two, it was noted that some respondents did not understand that PH5 was intended to ask about the activities in PH4.

Phase two change. *PH5 was reworded to ask, "Who did the activities you just told me about with (CHILD) in the past month? How about..."*

Number of Hours Child Uses Computer (PH8). In phase two, it was noted that some respondents reported less than an hour of computer use.

Phase two change. A response category was added to PH8 for "LESS THAN AN HOUR, BUT NOT ZERO."

Computer Use (PH9a-d). Because these items were new, they were examined for variability. The items appeared to work well. During phase one of the field test, the overall number of people who received PH9 was 93 (93 children out of 103 had a computer that the child used). Findings showed that 74% of respondents reported that his/her child used the computer for schoolwork (PH9a), 69% reported the child used the computer for educational activities not connected with school (PH9b), 68% reported that the child used the computer to get on the Internet (PH9c), and 13% reported that the child used the computer to connect with the school (PH9d).

Phase one change. No change.

During phase two of the field test, it was decided that PH9 should be deleted. Other surveys collect this information, thus it is a lower priority item for PFI-NHES:2003.

Phase two change. PH9 was deleted.

Participation in Other Out-of-School Activities or Lessons (PH12g). This item was reworded before phase one of the field test after cognitive interview findings showed that some respondents were including one-time events as activities. The question in phase one and two referred to any other regular out-of-school activities or lessons. During phase two, as a way to find out more about how respondents understood this question, an "other specify" was added to PH12g and a follow-up item, PH13, was added to determine what was included in the other regular activities. In the follow-up question, it was found that 95% of the activities were done on a regular basis or were a combination of one-time and regular events. Thus, respondents seemed to understand that the question referred to regular events. However, the "other specify" in PH12g indicated that several answers could be upcoded to the other categories. Because of this, it is recommended that the "other specify" be kept for this item.

Phase two change. PH13 was deleted because it was only used as a debriefing item to determine if PH12g was being used appropriately. Keep the "other specify" in PH12g.

Disability (PT2). During phase two of the field test, debriefing items were added to compare questions used for disability on NHES in the past and the new single item on PFI-NHES:2003 that is a

modified version of a question from the National Survey of America's Families (NSAF). Findings showed that there was 85% agreement between the two versions of asking about disability. Agreement was defined as either 1) saying "no" to the single item indicator of disability and "no" to all the disability questions in the debriefing, or 2) having a "yes" answer to the single item indicator of disability on the questionnaire and a "yes" answer to one of the disability questions in the debriefing. Findings also showed that 13% answered "yes" to one of the disabilities in the debriefing questions and answered "no" to the disability question in the questionnaire.

The disagreement in how children were classified using the two versions of the disability items most likely stemmed from differences in way the questions were asked. The debriefing questions about disability asked about having ever had a particular problem. The questionnaire item about disability asked about a current problem that interferes with schoolwork. These differences appeared to lead to different answers from respondents. During monitoring it was noted that a respondent said a child had a problem in preschool that was corrected. She answered "no" to a current disability and "yes" to one of the disabilities in the debriefing. Another respondent answered "no" to a current disability but "yes" to "health problems that lasted 6 months or more" in the debriefing. Her child had health problems but they did not interfere with schoolwork.

***Phase two change.** The version of the disabilities item used in NHES:2001 was reinstated (instead of the single-item version used in the field test).*

Currently living with a partner (PU1OV, PV1OV). Before phase two of the field test, it was noted that a skip should be added so that PU1OV and PV1OV, that ask whether the mother/father lives with a partner, should not be asked if only the parent and a child live in the household. Because of programming time needed, the skip was not implemented prior to phase two; however it will be implemented for the main study.

***Phase two change.** The following skip was added before PU1OV (a similar one will be added to PV1OV): "If any HH member other than the mother/grandmother and other than the subject child is age 16 or older ask PU1OV. Else, if the only HH member other than the mother/grandmother who is age 16 or older is the subject child, autocode PU1OV to 2. Else, go to PU3."*

Mother/Father ethnicity and race (PU6/PU7, PV6/PV7). Interviewers reported that it was awkward to read the race question introduction after it had been read once in a previous question because the introduction was "Now I am going to read you a list of racial groups" and it sounded as if the question had not been asked before. As with child race, the single-response question was reinstated following phase two, eliminating this concern.

Phase two change. The single-response race question used in previous NHES administrations was reinstated.

Free or reduced-price school lunch (PW). There are several edit checks for inconsistent answers in this section that were monitored for effectiveness. However, the edit questions were not needed in phase one of the field test because respondents did not provide any inconsistent answers.

The rest of the questions appeared to work well; however, one question (PW5) that asks if the child was automatically approved for free or reduced-price lunch and did not have to submit an application was awkward if the child did not receive free or reduced-price lunch and did not fill out an application. One of the intents of the question series is to determine whether children who are automatically approved by a school or another program to receive free or reduced-price lunches are receiving the lunches. An explanation needed to be added to the question about automatic approval to indicate that some children are automatically approved.

Phase one change. A sentence was added to PW5 to explain that some children are automatically approved for free or reduced-price lunch. The sentence in PW3 that had this same explanation was deleted so that the two items will not contain redundant information.

During phase two of the field test, the check questions on whether the child received free or reduced price lunch were used and the interviewers reported that they were not needed often but worked well when they were used. Frequencies showed that PW1CHK1 was used twice and PW1CHK2 was used 3 times.

Findings also showed that although the majority of persons whose children received free or reduced price lunches (65%, n = 17) reported that they had received 5 lunches in during the past 5 days in PW8, not all knew how to answer the question (there were 7 cases with "don't know" responses) and two children were reported to have had less than 5 lunches. In the debriefing question (DB5) about whether the respondent answered question PW8 for how many lunches the child was eligible for or how many the child ate, the 8 cases that received this question answered as follows: 5 said they answered for how many the child ate; 1 did not know; and 2 answered "other." The other specify answers were "child prefers not to use them" and "was on spring break."

Phase two change. After consultation between NCES and the Food and Nutrition Service, these items were retained as they were.

Neighborhood Safety (PY13). This question was moved from PY16 to follow PY12. An introductory phrase was also added. The flow of the interview with the new placement was evaluated.

No problems with the placement of the question were found in monitoring and interviewers did not comment on the question.

Phase one change. No change was needed.

During phase two of the field test, both monitoring and the interviewer debriefing indicated that the flow of the interview with this item worked well. It was agreed during the staff debriefing meeting with NCES that the introductory phrase "The next question is about your neighborhood" was no longer needed.

Phase two change. The placement of item PY13 was retained. The introductory phrase "The next question is about your neighborhood" was deleted.

Household Section (PY). Questions in this section were copied to the PFI interview if an AEWI interview was conducted first. In the project staff debriefing after phase one of the field test, it was discussed that some questions in the household section have topics that may be more appropriate for MKRs to answer than respondents to the AEWI interview.

Phase one change. If an AEWI interview is conducted first, responses will be copied to the PFI interview for questions PY1-PY11 and PY19-PY19OV2. PY12 (moves in past 3 years), PY13 (neighborhood safety), PY14 (use of TANF in past 3 years), and PY17 (use of programs in past 12 months) will be asked only in the PFI interview.

During phase two of the field test, no problems were found with this copying system.

Phase two change. No further changes were needed.

Two children attending the same school. Several items concerning the characteristics of children's schools were found to be redundant when two sampled children in a household attended the same school. Many such items had been previously identified and were skipped for the second child, if the MKR was the same. However, additional items were identified without sufficient time for programming prior to the phase one field test. The phase one findings confirmed the benefit of skipping such questions for the second child attending the same school and copying values from the interview for the first child if both children have the same MKR. After phase one of the field test, additional items were identified that could be skipped for the second child. These were PE1a (attended general school meeting), PE1OVa (was there a general school meeting), PE1d (volunteered at school; the general question about volunteering at the school would be asked only for the first child but follow-up questions about volunteering in each child's classroom will be asked for both children), PE1OVd (was there a

chance to volunteer), PE4c (fundraising) and PE5 (times that person volunteered or participated in fundraising at school).

Phase one change. The items listed above will be skipped for the second child attending the same school (if the MKR is the same for both children) and responses will be copied from the interview about the first child.

During phase two of the field test, no problems were found with skipping these items.

Phase two change. No change.

Deletions and changes to reduce interview administration time. Because of the length of the questionnaire during phase one of the field test, several items needed to be deleted. Some items were suggested for deletion because they were of lower priority than others. For example, in PE4b, respondents were asked if anyone in the household had served on a committee or as a volunteer somewhere for the school. Because there was already a more general question about volunteering at the school, the more detailed item was of lower priority given the length of the survey.

Another item suggested for deletion was about whether parents have a say in school policy decisions (PE12). In the first phase of the field test, there were four items about parent involvement in decisionmaking (PE11, PE12, PE13, and PE14). Of these, PE12 appeared to be the most variable in how the question was read by interviewers and understood by respondents. Items PE13 (a say in decisions about the child's placement in particular classes) and PE14 (whether the parent has requested that the child get a particular teacher or course) seemed to be better understood, perhaps because they are specific types of decisionmaking than the more general item PE12 that referred to having a say about school policy.

Another lower priority item was PH5d (whether a sibling did activities with the child in the past month) because there would be no information about the sibling's role with the child. The sibling could be present at activities because the parent or other adult takes all the children in the family to do the same activities.

Another item that was poorly understood was the child's computer use to connect with the school (PH9d). This item was also suggested for deletion.

Other lower priority items were PY15 (currently receiving TANF) and PY16 (month and year stopped receiving TANF). It was suggested that a question about TANF be added to the list of programs in PY17 that are asked about receipt of benefits from other programs in the past 12 months. In this way,

there would be information about recent use of TANF without having to ask about current receipt or the date that the respondent stopped receiving TANF.

Another item considered for deletion was PY18 (received WIC since child born). In PY17a, there was a question about use of WIC in the past 12 months. Item PY17a was of higher priority to keep in the questionnaire than PY18 about past use of WIC.

***Phase one changes.** The following items were deleted: PE4b (served on a committee or as a volunteer somewhere for the school), PE12 (say in school policy), PH5d (sibling involved in activity), PH9d (connect with school), PY15 (currently receiving TANF), PY16 (month and year stopped receiving TANF), and PY18 (receipt of WIC since child's birth).*

After phase one of the field test, other items were suggested for deletion because they were redundant. For example, it was not necessary to verify the household enumeration in PA7 if the MKR was the Screener respondent and had just provided the full household enumeration information in the Screener.

***Phase one change.** PA7 (household enumeration) was skipped if the MKR is the Screener respondent and has just provided the full household enumeration information in the Screener.*

Other areas of redundancy in the questionnaire were items PD1c (child's teachers maintain safety and discipline in the classroom), PD1e (the principal and assistant principal maintain safety and discipline at the child's school), and PE15d (satisfaction with the order and discipline of child's class or school). Although PD1c and PD1e were somewhat different from PE15d in terms of response categories, because of the interview length, it was recommended that PD1c and PD1e be deleted.

***Phase one changes.** PD1c (child's teachers maintain safety and discipline in the classroom) and PD1e (the principal and assistant principal maintain safety and discipline at the child's school) were deleted.*

In addition to deleting items, it was also recommended that some items be combined. Items PD6a (enrollment in a gifted or talented program) and PD6b (enrollment in honors, gifted or talented, or advanced placement classes) were put together into one item. Also, in PF6 (who helped with homework), it was recommended that PF6c (a grandparent who lives in the household) and PF6e (another adult in the household) be combined. Other items in this series that were suitable for combining were PF6f (tutor), PF6g (someone at an after-school program), and PF6h (other adults who do not live in your household). In item PH5 (who did activities with the child in the past month), items PH5c (a grandparent who lives in the household) and PH6e (another adult in the household) were suitable for combining. Items PE4a (served as a volunteer in the child's classroom) and PE4e (participated in fundraising for the school) were

identified as suitable to be added to the item series in PE1 (parent and family involvement with the school) to save time in reading the question stem.

Phase one changes. *PE4a (volunteered in child's classroom) and PE4c (did fundraising) were added to the series in PE1 (parent involvement with the school). Several items were combined: PD6a (gifted and talented) and PD6b (honors classes); PF6c (grandmother in household helped with homework) and e (other adult in household helped with homework); PF6f (tutor), PF6g (someone at after-school program), and PF6h (other adults outside household); and PH5c (grandmother in household did activities) and e (other adult in household did activities).*

Administration time was also shortened by deleting unnecessary words in items. For example, in PH12b, only the reference to "church or temple youth group or religious instruction" was needed. The additional words, "such as a religious school or other type of religious program" made the item too lengthy.

Phase one change. *The wording of PH12b was shortened to "Church or temple youth group or religious instruction?"*

Another method of reducing interview time was to convert open-ended items to closed-ended format. Items PU15 and PV15 (what the mother/female guardian and/or father/male guardian, respectively, were doing to find work) were made closed-ended by having interviewers ask about the most frequently used categories.

Phase one change. *PU15 and PV15 (what the mother/female guardian and/or father/male guardian, respectively, are doing to find work) were made closed-ended. The items were changed as shown for PU15 below.*

PU15. What (have you/has she) been doing in the past 4 weeks to find work? Have you...

	<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
<i>a. Checked with an employment agency?.....</i>	<i>1</i>	<i>2</i>	<i>-7</i>	<i>-8</i>
<i>b. Checked with an employer directly or sent a resume?.....</i>	<i>1</i>	<i>2</i>	<i>-7</i>	<i>-8</i>
<i>c. Checked with friends or relatives?</i>	<i>1</i>	<i>2</i>	<i>-7</i>	<i>-8</i>
<i>d. Placed or answered job ads?</i>	<i>1</i>	<i>2</i>	<i>-7</i>	<i>-8</i>

One other change was identified to reduce interview administration time. Interviewers reported minor difficulties with questions on multi-item screens that were displayed only after the answer to a previous question was given. This was problematic because they were prepared to read one question as the next item in the series but another item appeared on the screen just after they had entered a response to the previous question. This produced no major problems but created small delays. The CATI application needed to be programmed in this way (i.e., with pop-up displays) to reduce the number of screens needed; however, the questions could be placed at the end of the series if appropriate. For one question, PH10

(rules), there was no problem in placing question PH10c (rules about computer use) at the end of the series.

Phase one change. Question PH10c (rules about computer use) was placed at the end of the PH10 series.

During phase two of the field test, the administration time was shorter but further deletions needed to be made. At a staff debriefing with NCES, it was decided that several more items should be deleted. These are listed below with the reasons for deletion.

Phase two changes. The following items were identified for deletion.

- *PD13 (school provided information about courses and curriculum that are needed to prepare students for school or work after high school). It was decided that this could be deleted because it is very similar to PE8h (school provides information about how to help child plan for college). The words "vocational school" from PD13 was added to PE8h so that it refers to the same type of help from the school (Provides information on how to help (CHILD) plan for college or vocational school).*
- *PH9 (ways that child uses computer). This item was deleted because other surveys (e.g., the CPS) collect this information.*
- *PH13 (whether other activities were regular). This item was deleted because it was only added as a debriefing question for PH12g for phase two of the field test.*
- *PUI7 (Occupation). This item requires much administration time and is of lower priority than other indicators of socioeconomic status such as parent education and household income.*
- *PH2d (errands). This item had low variability in the field test (96% reported "yes" answers) and in other administrations of NHES. For errands, the 1999 NHES frequency for "yes" answers was 94%. The 1996 NHES frequency for "yes" answers was 95%.*
- *PU2 (is partner's relationship like that of a parent). Only 6 cases got this question in the field test. All said "yes." In NHES:2001, 97% said "yes" to PU2 and 99.8% said "yes" to PV2.*

Use of he/she versus (CHILD). Interviewers asked if more of the questions could refer to "he/she" rather than (CHILD). It is appropriate to keep mentioning the child's name for many questions so that respondents with more than one child retain their focus on the child who is the subject of the interview. Also, although it is not a significant change, for continuity in items that are part of scales (such as the Epstein scale), a change is not preferable. However, there are several items that can have the child's name reference changed to he/she to improve the flow of the interview.

Phase one changes. "CHILD" was changed to "he/she" in items PC15 (whether child in same school all year), PE14 (ever requested that child get a particular course), PF4 (is there a place set aside for homework), PH10a (rule about bedtime), PH10e (rule about when to be home at night), and PT1 (child health).

During phase two of the field test, it was noted that names could be changed to he/she for more items.

Phase two changes. The display (he/she) was substituted for the child's name in PD2, PD12 (second sentence), PE1 (followup questions), PE8 (second sentence), PH6a and c, and PT7c.

Findings for the Adult Education for Work-Related Reasons (AEWR) Survey

In general, the AEWR was found to work very well, but a few changes were needed. This section addresses the issues or problems that were identified during the phase one and two field tests and presents decisions regarding revisions to the instrument. Many of the topics discussed apply to multiple sections of the interview; they are addressed only once to avoid redundancy.

Question about participation in college or university degree programs (AB1). All respondents were asked whether or not they took part in college or university degree programs including a post-baccalaureate, post-master's certificate, or post-doctoral certificate in the past 12 months. During monitoring in phase one and two, it was noted that it was not appropriate to ask about these types of postsecondary education certificate programs when interview adults whose highest educational attainment was a high school diploma/GED or less education.

Phase two change. A new CATI display instruction was inserted before AB1, indicating that appropriate types of certificate programs will be displayed based on the educational attainment reported at AA1 (education level of respondent), as shown below.

- If AA1 (IBGRADE) ≤ 8 (some college), do not display post-baccalaureate, post-master's certificate, or post-doctoral certificate.
- If AA1 = 9 or 10 (bachelor's degree or some graduate), display a post-baccalaureate certificate.
- If AA1 = 11 (master's degree), display a post-baccalaureate certificate and post-master's certificate.
- If AA1 = 12 or 13 (doctorate or professional), display a post-baccalaureate, post-master's certificate, or post-doctoral certificate.

Items concerning reasons for participation (AB7, AC7, AD5, AE6). Participants in each type of work-related educational activity were asked a series of questions about their reasons for participation in each program or course. These items were relatively time-consuming to administer, because the list of reasons included nine items and each item was read aloud to the respondent for each work-related program or sampled course. During the phase two field test, the distribution of responses to these questions was examined, and particular attention was paid to the patterns of responses among those who took multiple courses. The data showed that a subset of items was selected often, while the other reasons

were selected far less often. Based on the frequency review, a few items that were selected less frequently were collapsed. In addition, wording changes were made to help respondents to distinguish reasons from outcomes, for example, changing “maintaining” to read “to maintain.”

Phase two change. *The reasons for participation questions were revised and shortened as shown below.*

	<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
a. To maintain or improve skills or knowledge that you already had?.....	1	2	-7	-8
b. To learn completely new skills or knowledge?.....	1	2	-7	-8
c. Because your employer required or recommended that you take it?	1	2	-7	-8
d. To receive a promotion or pay raise?.....	1	2	-7	-8
e. To help you change your job or career field, enter the workforce, or start your own business?	1	2	-7	-8
f. To get or keep a state or industry certificate or license?	1	2	-7	-8
g. Any other reason?	1	2	-7	-8
<i>SPECIFY</i> _____				

In addition, the review of the item frequency distributions in phase two field test indicated that many respondents tended to report the same reasons for all of the work-related courses they took. However, it was also noted that some adults reported different reasons for different courses. Asking these questions only once across all work-related courses was considered. Upon review of the distributions, however, a decision was made to retain these questions at the course level in order to provide data to conduct course-specific analysis.

Phase two change. *No change; the series was retained for each sampled work-related course.*

Name of the certificate or license (AB7OV2, AC7OV2, AD5OV2, AE6OV2, AG2OV2). These items were used in previous NHES administrations and no problem associated with asking these questions was detected during the phase one field test. However, it was recognized that collecting names of certificates or licenses would not be necessary for any analytical or policy reasons because no standard coding system is available to code them using the names of certificates.

Phase one change. *These items were deleted.*

Financial support from employer (AB10b, AC10b, AD9b, AE12b). These questions ask whether or not the respondent received any financial support for participation in educational activities that they did not have to pay back. However, there are similar items that ask whether or not respondents’ employers reimburse or pay directly for all or part of the tuition and fees and books and other materials (AB17a and

b, AC17a and b, AD8a and b, AE18, and AE19) and the items were identified as redundant during the phase one field test.

Phase one change. These items were deleted.

Month and year of starting credential programs (AB11, AC11). These items were tested and used in the AELL-NHES:2001, but they were identified as not being essential for the AEW-NHES:2003, which focuses only on participation in work-related educational activities.

Phase one change. The items were deleted after the phase one field test.

Items measuring outcomes of participation (AB19, AC19, AD14, AE9, AG4). Participants in each type of work-related educational activity were asked a series of questions about outcomes of their participation. These items were also time-consuming to administer, because the list of outcomes included 10 items and each item was read aloud to the respondent for each work-related program or sampled course. The distribution of responses to these questions was examined during the phase two field test. Similar to the reasons for participation questions, the data showed that a subset of items was selected frequently, while the other outcomes were rarely selected. The items with less frequently selected were collapsed into a single item as shown below.

Phase two change. The outcome questions were revised as shown below.

	<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
a. Improved skills and knowledge you already had?	1	2	-7	-8
b. Learned entirely new skills?	1	2	-7	-8
c. Increased your employability in the labor market?	1	2	-7	-8
d. Improved your ability to advance in your career?	1	2	-7	-8
e. Gotten a new job or position, changed your career field, or started your own business?	1	2	-7	-8
f. Made more money?	1	2	-7	-8
g. Anything else?	1	2	-7	-8
SPECIFY _____				

Similar to the findings about the reasons for participation, many respondents reported the same outcomes for all of the courses they took, whereas others reported different outcomes for different courses. As was the case with the items concerning reasons, it was decided to retain this series for each sampled work-related course.

Phase two change. No change.

Courses taken for volunteer activities or unpaid work (AE2A and AE2B). This new item asked respondents to identify any courses they may have taken that were needed for volunteer activities or other unpaid work. Although some confusion regarding this concept was encountered during the cognitive research, no problem was observed during the phase one field test. Interviewers reported that respondents did not have difficulty answering this question and no confusion was noticed. However, during the phase one field test, no respondent reported courses for volunteer activities or unpaid work. The result of the field test suggests that respondents would not report such courses in the work-related courses section because they may not consider those courses as work-related courses.

Phase one change. The items were deleted.

Usefulness of skills learned. (AE10). This item was closely monitored during the phase one field test because it is a new question and never tested. No problems were reported.

Phase one change. No change.

New items concerning work-related courses (AE13–AE21). This is a set of items that ask about each sampled work-related course individually and nonsampled courses collectively. Although these items were used in the previous NHES surveys, a new structure for asking about some features of the courses was developed. The questions were examined as to how they sounded, how respondents reacted to them, the distributions of responses, and item nonresponse rates. During monitoring of the phase one field test, it appeared that this new structure was working well. Interviewers also commented that this series of questions flowed well.

Phase one change. No change.

Nonparticipation or limited participation in work-related courses or training (section AF). This new set of questions had not been tested in previous NHES interviewing. During the phase one field test, the review of these items included a qualitative assessment of how the questions sounded, how respondents reacted to them, and additional respondent comments about the items or their interest or perceptions. The phase one field test indicated that these items worked well. Interviewers also reported that they did not notice any problems with these questions.

Phase one change. No change.

Order of the questions regarding factors associated with participation or limited participation in work-related courses or training (AF3a-e). During the phase one field test, these items were closely

monitored to assess how the questions sound, how respondents react to them, and any additional respondent comments about the items or their perceptions. It was decided to reorder the items following phase two of the field test. The new order was implemented to create a more logical grouping of the concepts in the individual items (those that involve assessment of current circumstances and those that involve thinking ahead to the future).

Phase two change: Items were reordered as follows:

	<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
a. Do you feel that you have enough training to do your job well?	1	2	-7	-8
b. Do you feel that your supervisor supports or encourages you to get more training?	1	2	-7	-8
c. Do you think that your job or work assignment requires additional training?	1	2	-7	-8
d. Do you think there would be any financial benefit to getting additional training?	1	2	-7	-8
e. Do you think more training would help you get ahead in your job or career?	1	2	-7	-8

Participation in less formal learning activities (AG1a and b). The questions pertaining to participation in on-the-job demonstrations and supervised training or mentoring were unclear to a number of respondents during the phase one field test. Most of these respondents were confused as to whether these questions were asking whether they received or gave such demonstrations or supervised training. Adding a word clarifying whether or not they received these types of less formal learning was found to be necessary.

Phase one change. The questions were revised as shown below.

- AG1. a. Received on-the-job demonstrations of equipment, techniques, or procedures by a supervisor or coworker?
 b. Received other supervised training or mentoring on the job?

During the phase two field test, these revised questions were closely monitored. The respondents did not express any confusion, and the interviewers reported that the revised questions worked well.

Activities to find work in the past 4 weeks (AH16). When respondents reported that they were actively looking for work in the past 4 week at AH15, they were asked what they have been doing to find work at AH16. It was an open-ended item that interviewers had to code based on activities reported by the respondents. During the debriefing meeting, it was decided to revise this item so that each activity will be read to the respondents. The new format may slightly reduce the administration time.

Phase one change. The item was revised as shown below.

AH16. What have you been doing in the past 4 weeks to find work? Have you...

	<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
a. Checked with an employment agency?	1	2	-7	-8
b. Checked with an employer directly or sent a resume?	1	2	-7	-8
c. Checked with friends or relatives?	1	2	-7	-8
d. Placed or answered job ads?	1	2	-7	-8

Plan to retire or leave the workforce in the next year (AH23A). Although no problems were identified with this question during the field test, staff members thought that a change in wording would be useful, placing “leave the workforce” prior to “retire.” There was some concern that respondents might decide the question did not apply to them after hearing the word “retire” and that they might not attend to the remainder of the question pertaining to leaving the workforce.

Phase two change. The item was revised as shown below.

AH23A. Do you plan to leave the workforce or retire in the next year?

Certificates or licenses (AH26, AH27). Because these items are not as analytically useful as some other items in the AEW survey (e.g., continuing education requirements), they do not need to be retained.

Phase one change. These items were deleted after the phase one field test.

Household characteristics: Numbers of household moves (AI12), neighborhood safety (AI13), public assistance (AI14, AI15, AI16, AI17, AI18). The household characteristics information is collected once per household; these specific items are of interest for the PFI survey. During phase one of the field test, a concern was raised that some respondents to the AEW interviews may not be sufficiently knowledgeable to answer these questions; these questions will only be asked of the MKRs for the PFI interviews.

Phase one change. These items were deleted from the AEW interview.

Household income (box before AI19). During the phase one field test monitoring, it was noticed that respondents who reported more than \$50,000 in annual salary at AH25 were asked whether their total household income was \$25,000 or less or more than \$25,000 (AI19). Since almost all of them were likely to report a household income of more than \$50,000, an additional CATI skip was implemented to skip AI19 for those respondents who report an annual salary of \$50,000 and worked all of the previous 12 months.

Phase one change. CATI will skip A119 and go directly to A119OV (whether household income was \$50,000 or less or more than \$50,000) only if \$50,000 or more annual salary (EARNAMT \geq 50,000 and EARNUNT = 6 (year)) is reported at AH25 and the adult worked all of the previous 12 months (IBWORKMO = 12).

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Attachment 1

NHES:2003 Field Test Training Agenda

January 31, 2002

- 6:00** **Introduction** (15 minutes)
Background and purpose of NHES:2003.
Purpose of the field test and the role of the interviewer – use of comments screen, written feedback, and debriefing.
- 6:15** **Interactive Script 1** (45 minutes)
 Screener: Enumerate all household members; change respondents.

AEWR: respondent is employed, took two work-related courses, two types of informal learning, interested in additional training.

PFI: MKR (Screener respondent) cannot do interview now.
- 7:00** **Refusal avoidance** (15 minutes)
Q & A card
- 7:15** **Interactive Script 2** (1 hour, 15 minutes)
 Screener: Enumerate all household members.

PFI (E path): MKR is Screener respondent. Child in first grade, in a chosen public school, has mother and her partner in HH, contact with nonresidential father; receives free/reduced-price lunch.

AEWR: Sampled adult is nonparticipant, in the labor force.
- 8:30** **Break** (15 minutes)
- 8:45** **Interactive Script 3** (45 minutes)
 Screener: Enumerate children only. Screener respondent is not MKR.

PFI (S path): Child in 10th grade, has mother and father in HH, respondent mostly speaks language other than English, child has disability.
- 9:30** **Special PFI item presentation** (15 minutes)
Show home school items.
- 9:45** **Interviewer questions** (15 minutes)
- 10:00** **Adjourn**

Attachment 2

**NHES:2003 Field Test Training
Script Outline**

Script	Screener	PFI Interview	AEWR Interview
1	Sally, 34 (X) Bob, 33 Judy, 1 Bob Jr., 5	Sally, mother of Bob Jr., who is in K, cannot do interview now	Bob, employed; participant in two work-related courses and two types of informal learning; interested in additional training.
2	Maria, 26 (X) Antonio, 29 Gloria, 6 Elena, 51	Maria, mother of Gloria, who is in first grade, public school, received free/reduced-price lunch. Antonio is Maria's partner, relationship like that of parent.	Elena, 51, nonparticipant, in labor force.
3	Joseph, 46 (X) Sonia, 43 Susan, 15 David, 6	Sonia, mother of Susan, who is in 10th grade. Mother speaks language other than English, child has disability.	
Special Presentation	NA	Home school items only: Steven, grade 3	

(X) indicates Screener respondent.

Attachment 3

**NHES:2003 Phase Two Field Test Training Agenda
Interviewers Returning from Phase One**

April 1, 2002

- 5:00** **Introduction to Phase Two (5 minutes)**
- 5:05** **Interactive Script 1 (20 minutes)**
 Screener: Enumerate all household members; change respondents.

AEWR: respondent is employed, took two work-related courses, two types of informal learning, interested in additional training.

PFI: MKR (Screener respondent) cannot do interview now.
- 5:25** **Interactive Script 2 (25 minutes)**
 Screener: Enumerate all household members.

PFI (E path): MKR is Screener respondent. Child in first grade, in a chosen public school, has mother and her partner in HH, contact with nonresidential father; receives free/reduced-price lunch.
- 5:50** **Special PFI item presentation (10 minutes)**
Show home school items.
- 6:00** **Adjourn**

Attachment 4

NHES:2003 Phase Two Field Test Training Agenda Interviewers New to the Field Test for Phase Two

April 1, 2002

- 6:00** **Introduction** (15 minutes)
Background and purpose of NHES:2003.
Purpose of the field test and the role of the interviewer – use of comments screen, written feedback, and debriefing.
- 6:15** **Interactive Script 1** (45 minutes)
 Screener: Enumerate all household members; change respondents.

AEWR: respondent is employed, took two work-related courses, two types of informal learning, interested in additional training.

PFI: MKR (Screener respondent) cannot do interview now.
- 7:00** **Refusal avoidance** (15 minutes)
Q & A card
- 7:15** **Interactive Script 2** (1 hour, 15 minutes)
 Screener: Enumerate all household members.

PFI (E path): MKR is Screener respondent. Child in first grade, in a chosen public school, has mother and her partner in HH, contact with nonresidential father; receives free/reduced-price lunch.

AEWR: Sampled adult is nonparticipant, in the labor force.
- 8:30** **Break** (15 minutes)
- 8:45** **Interactive Script 3** (45 minutes)
 Screener: Enumerate children only. Screener respondent is not MKR.

PFI (S path): Child in 10th grade, has mother and father in HH, respondent mostly speaks language other than English, child has disability.
- 9:30** **Special PFI item presentation** (15 minutes)
Show home school items.
- 9:45** **Interviewer questions** (15 minutes)
- 10:00** **Adjourn**

Attachment 5

**NHES:2003 Phase Two Field Test Training
Script Outline**

Script	Screener	PFI Interview	AEWR Interview
1	Sally, 34 (X) Bob, 33 Judy, 1 Bob Jr., 5	Sally, mother of Bob Jr., who is in K, cannot do interview now	Bob, employed; participant in two work-related courses and two types of informal learning; interested in additional training.
2	Maria, 26 (X) Antonio, 29 Gloria, 6 Elena, 51	Maria, mother of Gloria, who is in first grade, public school, received free/reduced-price lunch. Antonio is Maria's partner, relationship like that of parent.	Elena, 51, nonparticipant, in labor force.
3	Joseph, 46 (X) Sonia, 43 Susan, 15 David, 6	Sonia, mother of Susan, who is in 10th grade. Mother speaks language other than English, child has disability.	
Special Presentation	NA	Home school items only: Steven, grade 3	

(X) indicates Screener respondent.

NOTE: Script 1, AEWR; script 2, PFI; and the special presentation of homeschooling items were used in the brief training session for interviewers returning from phase one. All scripts were used in the training session for interviewers new to the field test for phase two.

**Parent and Family Involvement in Education Survey
of the 2003 National Household Education Surveys Program
(PFI-NHES:2003)
August 23, 2002**

<u>Section</u>	<u>Page</u>
PA Demographic Characteristics	3
PB Current School Status	7
PC School Characteristics	13
PD Student Experiences	18
PE Family/School Involvement and School Practices	22
PF Family Involvement in Schoolwork.....	27
PH Family Involvement Outside of School.....	30
PT Health and Disability	34
PTB Child Race and Country of Origin	36
PU/PV Parent/Guardian Characteristics	38
PW Receipt of Free or Reduced-Price School Lunches.....	50
PX Involvement of the Non-Residential Parent	55
PY Household Characteristics	59

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Parent and Family Involvement in Education (PFI-NHES:2003)

AUGUST 23, 2002

DEMO

INTRO. [IF R WAS NOT SCREENER R AND THIS IS THE FIRST OR ONLY INTERVIEW FOR R: Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary national study about the educational experiences of children and young adults. Your responses are confidential and will be protected to the fullest extent allowable under law.]

I'd like to talk with you now about (CHILD). The interview is estimated to take (20/15) minutes or less.

Demographic Characteristics

PA1. First, I'd like to confirm (CHILD)'s age. In what month and year was (he/she) born?

CDOBMM
CDOBY

__|__|
MONTH

__|__|__|__|
YEAR

- | | | | |
|---|----------|----|-----------|
| 1 | JANUARY | 7 | JULY |
| 2 | FEBRUARY | 8 | AUGUST |
| 3 | MARCH | 9 | SEPTEMBER |
| 4 | APRIL | 10 | OCTOBER |
| 5 | MAY | 11 | NOVEMBER |
| 6 | JUNE | 12 | DECEMBER |

**Calculate AGE2002 = child's age on December 31, 2002.
Calculate current age for display in PA2. If current age does not match screener age or birth month is current month, ask PA2. Else, go to box after PA2.**

PA2. That would mean that (CHILD) [is (AGE)/turns or turned (AGE) this month]. Is that right?

AGECONF

- | | |
|------------------|-------------------|
| YES | 1 (GO TO BOX) |
| NO | 2 (RETURN TO PA1) |
| REFUSED | -7 (GO TO BOX) |
| DON'T KNOW | -8 (GO TO BOX) |

**If AGE2002 is <4 or >20,
go to CLOSE1. Else, go to box before PA7.**

If the screener R is the MKR and the whole household was enumerated in the screener (HHADULT=1), go to RELINTRO. Else, if this is interview for CHILD2, go to RELINTRO. Else, if this is interview for CHILD1, go to PA7.

PA7. [SCREENER WAS COMPLETED ON (DATE)]
 Now I'd like to ask about all the people who live in your household with (CHILD). First, I need to verify the names and ages of all the people (you told me about earlier/who are already listed on my computer screen).

[What is (your first name/the first name of the next person?)]	[How old (are you/is (he/she))?	[Is this person male or female?]	D TO DELETE
FNAME	AGE	SEX	MARKDEL

[AFTER VERIFICATION IS COMPLETE] Now, please tell me the first names and ages of all other people who normally live in your household.

PA7VER2. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS LISTED ON THE MATRIX.]
 Have we missed anyone else who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

MATRIX CORRECT..... 1
 RETURN TO MATRIX..... 2

RELINTRO. Now I'd like to ask how all the people in your household are related to (CHILD).

If there are two children sampled in the household and they are siblings (RELATION [n]= 3,4) or cousins (RELATION[n]= 9), autocode the relationship (appropriately by sex for siblings) during the second child's interview and do not ask how CHILD1 is related to CHILD2. If the respondent is the child's mother/father or same sex parent (S12 = 1, 2, or 12), copy relationship from Screener into RELATION and ask PA9/PA10, then ask PA8 for every other household member. If respondent is not the child's mother/father, copy relationship from Screener into RELATION and ask PA8 for every other household member.

PA8. How is (PERSON) related to (CHILD)?
[VERIFY IF KNOWN.]

RELATION RELATOS	MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER)	1 (GO TO PA9)
	FATHER (BIRTH/ADOPTIVE/STEP/FOSTER)	2 (GO TO PA10)
	BROTHER, INCLUDING STEP, ADOPTED, AND FOSTER	3 (GO TO BOX AFTER PA10)
	SISTER, INCLUDING STEP, ADOPTED, AND FOSTER	4 (GO TO BOX AFTER PA10)
	GRANDMOTHER	5 (GO TO BOX AFTER PA10)
	GRANDFATHER	6 (GO TO BOX AFTER PA10)
	AUNT	7 (GO TO BOX AFTER PA10)
	UNCLE	8 (GO TO BOX AFTER PA10)
	COUSIN	9 (GO TO BOX AFTER PA10)
	OTHER RELATIVE	10 (GO TO BOX AFTER PA10)
	SPECIFY _____	
	NONRELATIVE	11 (GO TO BOX AFTER PA10)
	SPECIFY _____	
	SAME SEX PARENT	12 (GO TO BOX)
SPECIFY _____		
GIRLFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN	13 (GO TO BOX AFTER PA10)	
BOYFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN	14 (GO TO BOX AFTER PA10)	
REFUSED	-7 (GO TO BOX AFTER PA10)	
DON'T KNOW	-8 (GO TO BOX AFTER PA10)	

If PA8 = 12 and sex=female (same sex parent/mother) go to PA9. If PA8 = 12 and sex = male (same sex parent/father), go to PA10. Ask PA8 for every other household member.

PA9. [Are you/Is (PERSON)] (CHILD)'s ...

FEMGUARD[1-15]	Birth mother,.....	1
	Adoptive mother,	2
	Stepmother,.....	3
	Foster mother, or.....	4
	Other parent or guardian?.....	5
	REFUSED	-7
	DON'T KNOW	-8

PA10. [Are you/Is (PERSON)] (CHILD)'s...

MALGUARD[1-15]	Birth father,.....	1
	Adoptive father,	2
	Stepfather,.....	3
	Foster father, or.....	4
	Other parent or guardian?.....	5
	REFUSED	-7
	DON'T KNOW	-8

If more than one mother or father, use lowest value of FEMGUARD[1-15] or MALGUARD[1-15]. If both same sex parents have the same value of FEMGUARD [1-15] or MALGUARD [1-15]. Choose the first person with that value for HHMOM or HHDAD.

Set HHMOM:
1 = birth/adoptive mother in household. 2 = step or foster mother, other parent/guardian. 3 = no mom and no dad, female R. 4 = else.

Set HHDAD:
1 = birth/adoptive father in household. 2 = step or foster father, other parent/guardian. 3 = no mom and no dad, male R. 4 = else.

PA11. What language does (CHILD) speak most at home?

CSPEAK	ENGLISH.....	1
	SPANISH.....	2
	ENGLISH AND SPANISH EQUALLY	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY	4
	(SPECIFY) _____	
CSPEAKOS	ANOTHER LANGUAGE.....	91
	(SPECIFY) _____	
	REFUSED	-7
	DON'T KNOW	-8

If respondent is the same respondent who did an AEWB interview (see item AH7 in that interview, variable IBSPEAK), copy IBSPEAK into RESPEAK and go to box after PA12. If respondent is the same respondent who did a PFI interview previously, copy RESPEAK from Child1's interview into RESPEAK on Child2's interview and go to box after PA12. Else ask PA12.

PA12. How about you? What language do you speak most at home?

- | | | |
|-----------------|--|----|
| RESPEAK | ENGLISH..... | 1 |
| | SPANISH..... | 2 |
| | ENGLISH AND SPANISH EQUALLY | 3 |
| | ENGLISH AND ANOTHER LANGUAGE EQUALLY | 4 |
| | (SPECIFY) _____ | |
| RESPEAOS | ANOTHER LANGUAGE..... | 91 |
| | (SPECIFY) _____ | |
| | REFUSED..... | -7 |
| | DON'T KNOW..... | -8 |

Current School Status

If parent/guardian respondent was also the Screener respondent, copy responses to PB1 through PB7, and then go to box after PB7. Else, go to PB1.

PB1. Now I'd like to talk with you about (CHILD)'s school experiences. Is (CHILD) attending (or enrolled in) school?

- | | | |
|---------------|-----------------|---------------------------|
| ENROLL | YES..... | 1 (GO TO BOX) |
| | NO..... | 2 (GO TO BOX) |
| | REFUSED..... | -7 (MORE KNOWLEDGEABLE R) |
| | DON'T KNOW..... | -8 (MORE KNOWLEDGEABLE R) |

If AGE2002 GE 19, code PB2 = 2 (not in home school), and go to PB6. Else, if AGE2002 => 4 and <= 18, ask PB2.

PB2. Some parents decide to educate their children at home rather than send them to school. Is (CHILD) being schooled at home?

- HOMESCHL**
- YES 1 (GO TO PB3)
 - NO 2 (GO TO 2ND BOX AFTER PB5)
 - REFUSED -7 (GO TO 2ND BOX AFTER PB5)
 - DON'T KNOW -8 (GO TO 2ND BOX AFTER PB5)

PB3. So (CHILD) is being schooled at home instead of at school for at least some classes or subjects?

- HOMECON**
- YES 1 (GO TO PB4)
 - NO 2 (AUTOCODE PB2= 2 AND
GO TO 2ND BOX AFTER PB5)
 - REFUSED -7 (GO TO 2ND BOX AFTER PB5)
 - DON'T KNOW -8 (GO TO 2ND BOX AFTER PB5)

PB4. Is (CHILD) getting all of (his/her) instruction at home, or is (he/she) getting some at school and some at home?

- HOMEALL**
- ALL AT HOME 1 (GO TO PB7)
 - SOME AT SCHOOL & SOME AT HOME. 2 (GO TO PB5)
 - REFUSED -7 (GO TO PB7)
 - DON'T KNOW -8 (GO TO PB7)

PB5. How many hours each week does (CHILD) usually go to a school for instruction? Please do not include time spent in extracurricular activities.

- HOMSCHR**
- (GO TO 1ST BOX BELOW)
HOURS
- REFUSED -7 (GO TO 1ST BOX BELOW)
 - DON'T KNOW -8 (GO TO 1ST BOX BELOW)

**If PB5 >= 9 hours, then set HOMSCFLG = 1
(attends a school for at least 9 hours per week).
Else, HOMSCFLG = -1. Then, go to PB7.**

**If PB1 = 1 (enrolled) and ((PB2 NE 1 or PB3 NE 1
(not in home school)), ask PB6. Else, if PB1 = 2 (not
enrolled) and (PB2 NE 1 or
PB3 NE 1 (not in home school)), go to CLOSE1.**

PB6. What grade or year is (CHILD) attending?
[PROBE FOR T OR P: Is that before or after kindergarten?]

GRADE	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START.....	N (GO TO CLOSE 1)
	TRANSITIONAL KINDERGARTEN (BEFORE K).....	T (GO TO FIRST BOX AFTER PB14)
	KINDERGARTEN.....	K (GO TO FIRST BOX AFTER PB14)
	PREFIRST GRADE (AFTER K).....	P (GO TO FIRST BOX AFTER PB14)
	FIRST GRADE.....	1 (GO TO FIRST BOX AFTER PB14)
	SECOND GRADE.....	2 (GO TO FIRST BOX AFTER PB14)
	THIRD GRADE.....	3 (GO TO FIRST BOX AFTER PB14)
	FOURTH GRADE.....	4 (GO TO FIRST BOX AFTER PB14)
	FIFTH GRADE.....	5 (GO TO FIRST BOX AFTER PB14)
	SIXTH GRADE.....	6 (GO TO FIRST BOX AFTER PB14)
	SEVENTH GRADE.....	7 (GO TO FIRST BOX AFTER PB14)
	EIGHTH GRADE.....	8 (GO TO FIRST BOX AFTER PB14)
	NINTH GRADE/FRESHMAN.....	9 (GO TO FIRST BOX AFTER PB14)
	TENTH GRADE/SOPHOMORE.....	10 (GO TO FIRST BOX AFTER PB14)
	ELEVENTH GRADE/JUNIOR.....	11 (GO TO FIRST BOX AFTER PB14)
	TWELFTH GRADE/SENIOR.....	12 (GO TO FIRST BOX AFTER PB14)
	ABOVE TWELFTH GRADE.....	13 (GO TO CLOSE1)
	UNGRADED.....	U (GO TO PB7)
	SPECIAL EDUCATION.....	S (GO TO PB7)
	REFUSED.....	-7 (MORE KNOWLEDGEABLE R)
	DON'T KNOW.....	-8 (MORE KNOWLEDGEABLE R)

[IF T: In this interview we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

PB7. (What grade would (CHILD) be in if (he/she) were attending (school/a school with regular grades) /
What grade or year is (CHILD) attending)? [PROBE FOR T OR P: Is that before or after kindergarten?]

GRADEEQ	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START.....	N (GO TO CLOSE 1)
	TRANSITIONAL KINDERGARTEN (BEFORE K).....	T (GO TO BOX)
	KINDERGARTEN.....	K (GO TO BOX)
	PREFIRST GRADE (AFTER K).....	P (GO TO BOX)
	FIRST GRADE.....	1 (GO TO BOX)
	SECOND GRADE.....	2 (GO TO BOX)
	THIRD GRADE.....	3 (GO TO BOX)
	FOURTH GRADE.....	4 (GO TO BOX)
	FIFTH GRADE.....	5 (GO TO BOX)
	SIXTH GRADE.....	6 (GO TO BOX)
	SEVENTH GRADE.....	7 (GO TO BOX)
	EIGHTH GRADE.....	8 (GO TO BOX)
	NINTH GRADE/FRESHMAN.....	9 (GO TO BOX)
	TENTH GRADE/SOPHOMORE.....	10 (GO TO BOX)
	ELEVENTH GRADE/JUNIOR.....	11 (GO TO BOX)
	TWELFTH GRADE/SENIOR.....	12 (GO TO BOX)
	ABOVE TWELFTH GRADE.....	13 (GO TO CLOSE 1)
	UNGRADED, NO EQUIVALENT.....	U (GO TO BOX)
	REFUSED.....	-7 (GO TO BOX)
	DON'T KNOW.....	-8 (GO TO BOX)

[IF T: In this interview we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

SET PATH

E = [PB6/PB7 (grade/equivalent) = K, T, P, 1, 2, 3, 4, or 5 and PB2 NE 1 (not in home school)] or [PB7 (grade/equivalent) = U, -7, -8 and AGE2002 >= 4 and <= 11 and PB2 NE1 (not in home school)] (elementary)

M = [PB6/PB7 (grade/equivalent) = 6, 7, or 8 and PB2 NE 1 (not in home school)] or [PB7 (grade/equivalent) = U, -7, -8 and AGE2002 = 12 or 13 and PB2 NE 1 (not in home school)] (middle school/junior high)

S = [PB6/PB7 (grade/equivalent) = 9, 10, 11, or 12 and PB2 NE 1 (not in home school)] or [PB7 (grade/equivalent) = U, -7, -8 and AGE2002 >= 14 and PB2 NE 1 (not in home school)] (upper school/senior high)

H = AGE2002 >= 4 and <= 17 and PB2 = 1 (home school) and PB7 (grade equivalent) NE N.

**If PATH = H, go to PB8.
Else, go to box after PB14.**

PB8. Now, we'd like to ask you about sources of curriculum or books you use to home school (CHILD). Please tell us about all the sources that apply to you. In home schooling (CHILD), have you used curriculum or books

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
HSLIBR	a. From a public library?.....	1	2	-7	-8
HSCHSPUB	b. Have you used curriculum or books obtained directly from a homeschooling catalog, publisher, or individual who specializes in home schooling materials?.....	1	2	-7	-8
HSCEDPUB	c. How about any obtained directly from another educational publisher?	1	2	-7	-8
HSCORG	d. From a home schooling organization?	1	2	-7	-8
HSCCHUR	e. From a church, synagogue, or other religious organization?	1	2	-7	-8
HSCPUBL	f. From your local public school or school district?.....	1	2	-7	-8
HSCPRIV	g. From a private school?.....	1	2	-7	-8
HSCREL	h. From a retail bookstore or other store?.....	1	2	-7	-8
HSCOTH	i. From any other sources?	1	2	-7	-8

PB9. For the next question, please also tell us about all answers that apply to you. In home schooling (CHILD), have you used other services or participated in other activities provided by...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
HSOLIBR	a. A public library?.....	1	2	-7	-8
HOOORG	b. A home schooling organization?.....	1	2	-7	-8
HOOCHUR	c. A church, synagogue, or other religious organization?.....	1	2	-7	-8
HOOPUBL	d. Your local public school or school district?	1	2	-7	-8
HOOPRIV	e. A private school?.....	1	2	-7	-8
HOOOTH	f. Any other sources?	1	2	-7	-8

PB10. Is any of (CHILD)'s home instruction taught by a private tutor or teacher?

HSTUTOR	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

PB11. Have any of the following been used in home schooling (CHILD)?

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
HSCORR	a. A correspondence course by mail specifically designed for home schoolers?.....	1	2	-7	-8
HSWWW	b. A course or instruction provide over the Internet, e-mail, or World Wide Web?	1	2	-7	-8
HSTVID	c. A course or instruction provided by television, video, or radio?	1	2	-7	-8

**If PB7 = T (grade equivalent is transitional kindergarten), autocode PB12 as "T" and go to PB13.
Else, ask PB12. (Note: if current grade not given by respondent explicitly in PB12, it will be autocoded by CATI).**

PB12. Thinking about typical grade levels, for which grades was {CHILD} schooled at home for at least some classes or subjects?
 [DISPLAY GRADES THROUGH CHILD'S CURRENT GRADE.]
 [CODE ALL THAT APPLY.]
 [PROBE WHETHER KINDERGARTEN INCLUDED IF RESPONSE IS "ALL OF THE GRADES."]

HOMET	ALL GRADES INCLUDING KINDERGARTEN	99
HOMEK	TRANSITIONAL KINDERGARTEN (BEFORE K).....	T
HOMEK	KINDERGARTEN.....	K
HOMEK	PREFIRST GRADE (AFTER K).....	P
HOME1	FIRST GRADE.....	1
HOME2	SECOND GRADE.....	2
HOME3	THIRD GRADE.....	3
HOME4	FOURTH GRADE.....	4
HOME5	FIFTH GRADE.....	5
HOME6	SIXTH GRADE.....	6
HOME7	SEVENTH GRADE.....	7
HOME8	EIGHTH GRADE.....	8
HOME9	NINTH GRADE/FRESHMAN.....	9
HOME10	TENTH GRADE/SOPHOMORE.....	10
HOME11	ELEVENTH GRADE/JUNIOR.....	11
HOME12	TWELFTH GRADE/SENIOR.....	12
	REFUSED.....	-7
	DON'T KNOW.....	-8

PB13. There are many different reasons that parents choose to home school their children. Please tell me if any of these reasons apply to you.

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
HSSAFETY	a. You are concerned about the school environment, such as safety, drugs, or negative peer pressure?.....	1	2	-7	-8
HSDISSAT	b. You are dissatisfied with the academic instruction at other schools?	1	2	-7	-8
HSRELIGN	c. You prefer to teach (CHILD) at home so that you can provide religious or moral instruction?	1	2	-7	-8
HSDISABL	d. (CHILD) has a physical or mental health problem that has lasted six months or more?	1	2	-7	-8
HSILL	e. (CHILD) has a temporary illness that prevents (him/her) from going to school?.....	1	2	-7	-8
HSSPCLND	f. (CHILD) has other special needs that you feel the school can't or won't meet?.....	1	2	-7	-8
HSOTHER	g. You have another reason for home schooling your child?.....	1	2	-7	-8
HSOTHEOS	(SPECIFY _____)				

**If more than one reason a-g is chosen in PB13, ask PB14.
 Display all answers in PB14 that had "yes" answers
 in PB13 (if PB13a, b, c, d, e, f, or g = 1).
 Else, go to box under PB14.**

PB14. Of the reasons you just mentioned, which would you say is the most important?

- HSMOST**
- CONCERN ABOUT SCHOOL ENVIRONMENT..... 1
 - DISSATISFIED WITH ACADEMIC INSTRUCTION
AT OTHER SCHOOLS 2
 - TO PROVIDE RELIGIOUS OR MORAL INSTRUCTION 3
 - CHILD HAS A PHYSICAL OR MENTAL HEALTH PROBLEM..... 4
 - CHILD HAS A TEMPORARY ILLNESS 5
 - CHILD OTHER SPECIAL NEEDS 6
 - (DISPLAY OTHER SPECIFY STRING)..... 7

School Characteristics [PATH = E, M, S, H if HOMSCFLG = 1]

YUTH

**If PATH = E, M, S, or (PATH=H and HOMSCFLG=1),
go to PCINTRO. Else, go to box after PD6.**

PCINTRO. Next let's talk about the school (CHILD) (goes to now/attends for some of (his/her) classes.)

**If this is the interview for CHILD2 and PC16 = 1 in CHILD1's
interview (both children attend same school) and
respondent is the same for both PFI interviews, copy
responses to PC1 – PC4, and PC9 – PC14 from
CHILD1's interview to CHILD2's interview and go
to PC5. Else, go to PC1.**

PC1. Does (he/she) go to a public or private school?

- SPUBLIC**
- PUBLIC 1 (GO TO PC2)
 - PRIVATE 2 (GO TO PC4)
 - REFUSED -7 (GO TO PC4)
 - DON'T KNOW -8 (GO TO PC4)

PC2. Is it (his/her) regularly assigned school or a school that you chose?

- SCHOICE**
- ASSIGNED..... 1 (GO TO PC4)
 - CHOSEN..... 2 (GO TO PC3)
 - ASSIGNED SCHOOL IS SCHOOL OF CHOICE 3 (GO TO PC5)
 - REFUSED..... -7 (GO TO PC5)
 - DON'T KNOW..... -8 (GO TO PC5)

PC3. Is (his/her) school in your assigned school district?

- SDISRCT**
- YES..... 1
 - NO..... 2
 - REFUSED..... -7
 - DON'T KNOW..... -8

Autocode PC4= 1 and go to PC5.

PC4. Does your public school district let you choose which public school you want (CHILD) to attend either in your own school district or another district?

[CHOICES MIGHT INCLUDE ENROLLING IN ANOTHER SCHOOL, TRANSFERRING TO ANOTHER SCHOOL, OR APPLYING TO A SPECIAL PROGRAM.]

- SPUBCHOI**
- YES..... 1 (GO TO PC5)
 - NO..... 2 (GO TO PC5)
 - REFUSED..... -7 (GO TO PC5)
 - DON'T KNOW..... -8 (GO TO PC5)

PC5. Did you consider other schools for (CHILD)?

- SCONSIDR**
- YES..... 1 (GO TO PC6)
 - NO..... 2 (GO TO PC7)
 - REFUSED..... -7 (GO TO PC7)
 - DON'T KNOW..... -8 (GO TO PC7)

PC6. In deciding between schools, did you seek information on the performance of the schools you were considering, like test scores, dropout rates, and so on?

- SPERFORM**
- YES..... 1
 - NO..... 2
 - REFUSED..... -7
 - DON'T KNOW..... -8

PC7. Is the school (CHILD) attends the one you wanted most for (him/her), that is, your first choice?
[PROBE: IF R SAYS IT WAS CHILD'S FIRST CHOICE, ASK: Was it also your first choice?]

- S1STCHOI YES 1
- NO 2
- REFUSED -7
- DON'T KNOW -8

PC8. Did you move to your current neighborhood so that (CHILD) would be eligible to go to (his/her) current school?

- SNEIGHBR YES 1
- NO 2
- REFUSED -7
- DON'T KNOW -8

If this is the interview for CHILD2 and PC16 = 1 in CHILD1's interview (both children attend the same school) and respondent is the same for both interviews, go to PC15. Else, if PC1 = 2 (private school), go to PC9. Else, go to PC11.

PC9. Is the school church-related or not church-related?

- SRELGN CHURCH-RELATED 1 (GO TO PC10)
- NOT CHURCH-RELATED 2 (GO TO PC11)
- REFUSED -7 (GO TO PC11)
- DON'T KNOW -8 (GO TO PC11)

PC10. Is it a Catholic school?

- SCATHLIC YES 1
- NO 2
- REFUSED -7
- DON'T KNOW -8

PC11. What is the lowest grade taught at (CHILD)'s school?

SLOW	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START.....	N
	TRANSITIONAL KINDERGARTEN (BEFORE K).....	T
	KINDERGARTEN.....	K
	PREFIRST GRADE (AFTER K).....	P
	FIRST GRADE.....	1
	SECOND GRADE.....	2
	THIRD GRADE.....	3
	FOURTH GRADE.....	4
	FIFTH GRADE.....	5
	SIXTH GRADE.....	6
	SEVENTH GRADE.....	7
	EIGHTH GRADE.....	8
	NINTH GRADE/FRESHMAN.....	9
	TENTH GRADE/SOPHOMORE.....	10
	ELEVENTH GRADE/JUNIOR.....	11
	TWELFTH GRADE/SENIOR.....	12
	REFUSED.....	-7
	DON'T KNOW.....	-8

PC12. What is the highest grade taught at (his/her) school?

SHIGH	TRANSITIONAL KINDERGARTEN (BEFORE K).....	T
	KINDERGARTEN.....	K
	PREFIRST GRADE (AFTER K).....	P
	FIRST GRADE.....	1
	SECOND GRADE.....	2
	THIRD GRADE.....	3
	FOURTH GRADE.....	4
	FIFTH GRADE.....	5
	SIXTH GRADE.....	6
	SEVENTH GRADE.....	7
	EIGHTH GRADE.....	8
	NINTH GRADE/FRESHMAN.....	9
	TENTH GRADE/SOPHOMORE.....	10
	ELEVENTH GRADE/JUNIOR.....	11
	TWELFTH GRADE/SENIOR.....	12
	REFUSED.....	-7
	DON'T KNOW.....	-8

PC13. About how many students are enrolled in (CHILD)'s school? Would you say ...
 [IF RESPONDENT SAYS "DON'T KNOW," ASK: Do you know the number in (his/her) grade?]

SNUMSTUD	Under 300,	1 (GO TO PC14)
	300-599,	2 (GO TO PC14)
	600-999, or.....	3 (GO TO PC14)
	1,000 or more?.....	4 (GO TO PC14)
	REFUSED.....	-7 (GO TO PC14)
	DON'T KNOW.....	-8 (GO TO PC14)
	NUMBER OF STUDENTS IN GRADE GIVEN	91 (GO TO PC13OV)

PC13OV.
SNUMGRAD

____|____|____|____|____|
NUMBER OF STUDENTS IN GRADE

PC14. Does (CHILD) go to a school with a traditional schedule with most of the summer off or does (he/she) go to a school with a year-round schedule?

SSCHEDUL	TRADITIONAL SCHEDULE SCHOOL ...	1
	YEAR-ROUND SCHEDULE SCHOOL ...	2
	REFUSED	-7
	DON'T KNOW	-8

PC15. Since the beginning of this school year, has (he/she) been in the same school?

SSAMEFAL	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

If this is the interview for CHILD1 and two children in grades K-12 have been sampled in the same household, check highest and lowest grade at CHILD1's school (PC11 and PC12) against grade of CHILD2 (reported in Screener). If it is possible that CHILD1 and CHILD2 attend the same school and the respondent for both the screener and PFI interviews is the same, ask PC16 (once per household). If not possible, autocode PC16 = -1 and go to PDINTRO. Else, go to PDINTRO.

PC16. Does (CHILD1) go to the same school as (CHILD2)?

SSAME	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

Student Experiences [PATH = E, M, S, H]

**If PATH=H and HOMSCFLG = -1 then go to box after PD6.
Else, go to PDINTRO.**

PDINTRO. Now I have a few questions about (CHILD)'s experiences this school year at (his/her) current school.

If this is the interview for CHILD2 and PC16 = 1 in CHILD1's interview (2 sampled children attend the same school) and the respondent is the same for both children, ask PD1a-b, and copy response for CHILD1 to PD1c and d for CHILD2. Else, ask PD1a-d.

PD1. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

		<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>REF</u>	<u>DK</u>
SECHALNG	a. (CHILD) finds (his/her) school work challenging	1	2	3	4	-7	-8
SEENJOY	b. (CHILD) enjoys school	1	2	3	4	-7	-8
SERESPCT	c. In (CHILD)'s school, most students and teachers respect each other.....	1	2	3	4	-7	-8
SEEASY	d. (CHILD)'s school makes it easy for my family to be involved there	1	2	3	4	-7	-8

PD2. Now I would like to ask you about (his/her) grades (during this school year/at the school (he/she) attends this year). Overall, across all subjects ((he/she) takes at school), does (he/she) get . . .

SEGRADES	Mostly A's,	1	(GO TO PD4)				
	Mostly B's,	2	(GO TO PD4)				
	Mostly C's,	3	(GO TO PD4)				
	Mostly D's and lower, or.....	4	(GO TO PD4)				
	Does (his/her) school not give these grades?.....	5	(GO TO PD3)				
	REFUSED	-7	(GO TO PD3)				
	DON'T KNOW	-8	(GO TO PD3)				

PD3. Would you describe (his/her) work at school as . . .

SEGRADEQ	Excellent,.....	1
	Above average,.....	2
	Average,.....	3
	Below average, or.....	4
	Failing?.....	5
	REFUSED.....	-7
	DON'T KNOW.....	-8

PD4. Have any of (CHILD)'s teachers or (his/her) school contacted you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) about any behavior problems (he/she) is having in school this year?

SEBEHAVR	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

PD5. Have any of (his/her) teachers or (his/her) school contacted you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) about any problems (he/she) is having with school work this year?

SESCHLWR	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

If PA6 = 2 or 91 (child speaks language other than English), ask PD6a-b. Else, ask a of PD6.

PD6. Is (CHILD) currently enrolled in . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
SENRAPC	a. Honors, gifted or talented, or advanced placement classes?	1	2	-7	-8
SENRESL	b. An English as a second language program?	1	2	-7	-8

If PATH = H, and PB12 indicates that child has always been schooled at home (has been homeschooled for all grades up to child's current grade, including kindergarten but not necessarily including grades T or P) go to PD12. Else, if PATH = H and HOMSCLFG = 1 (home schooled but also attends school) or if HOMSCLFG = -1 (home schooled only) but PB12 indicates that child has not always been schooled at home, ask PD7. Else, ask PD7.

PD7. Since starting kindergarten, has (CHILD) repeated any grades?

SEREPEAT	YES	1 (GO TO PD8)
	NO	2 (GO TO PD10)
	REFUSED	-7 (GO TO PD10)
	DON'T KNOW	-8 (GO TO PD10)

PD8. What grade or grades did (he/she) repeat? [CODE ALL THAT APPLY]
[DISPLAY RESPONSE OPTIONS ONLY UP TO CURRENT GRADE OR GRADE EQUIVALENT]

SEREPTK	KINDERGARTEN	K
SEREPT1	FIRST GRADE	1
SEREPT2	SECOND GRADE	2
SEREPT3	THIRD GRADE	3
SEREPT4	FOURTH GRADE	4
SEREPT5	FIFTH GRADE	5
SEREPT6	SIXTH GRADE	6
SEREPT7	SEVENTH GRADE	7
SEREPT8	EIGHTH GRADE	8
SEREPT9	NINTH GRADE/FRESHMAN	9
SEREPT10	TENTH GRADE/SOPHOMORE	10
SEREPT11	ELEVENTH GRADE/JUNIOR	11
SEREPT12	TWELFTH GRADE/SENIOR	12
	REFUSED	-7
	DON'T KNOW	-8

PD10. Has (CHILD) had . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
SESUSOUT	a. An out-of-school suspension?	1	2	-7	-8
SESUSPIN	b. An in-school suspension, not counting detentions?	1	2	-7	-8
SEEXPEL	c. Has (CHILD) ever been expelled?	1	2	-7	-8

PD12. Now I have some questions about (CHILD)'s future education.

How far do you expect (him/her) to go in (his/her) education? Would you say you expect (him/her)

SEFUTURE

- To receive less than a high school diploma, 1
- To graduate from high school, 2
- To attend a vocational or technical school after high school, 3
- To attend two or more years of college..... 4
- To finish a four- or five-year college degree, or 5
- To earn a graduate degree or professional degree beyond a bachelor's? 6
- REFUSED -7
- DON'T KNOW -8

If [PATH = M, S, or [(PATH = H and ((GRADEEQ = 6 - 12) or (GRADEEQ = U, -7, -8 & AGE2002 >=12)))] and PD12 NE 1 or 2 (expect child to continue education after high school), then go to PD14. Else, go to box before PEINTRO.

PD14. Do you or does anyone in your family plan to help (CHILD) pay for (his/her) education after high school, or have you not thought about it yet?

SEFAMPAY

- YES 1 (GO TO PD15)
- NO 2 (GO TO PD15)
- HASN'T THOUGHT ABOUT YET 3 (GO TO BOX ABOVE PEINTRO)
- REFUSED -7 (GO TO PD15)
- DON'T KNOW -8 (GO TO PD15)

PD15. Do you feel you have enough information about the amount needed for college or vocational school to start planning how to pay for (his/her) education, or have you not thought about it yet?

SEAMTINF

- YES 1
- NO 2
- HASN'T THOUGHT ABOUT YET 3
- REFUSED -7
- DON'T KNOW -8

Family/School Involvement and School Practices [PATH = E, M, S, H if HOMSCLFG = 1]

If PATH = H and HOMSCLFG = -1 (home schooled only), go to PHINTRO. Else, go to PEINTRO.

PEINTRO. Now I'd like to ask you about your family's involvement with (CHILD)'s school.

**Ask PE1e if PE1d=1.
If this is an the interview for CHILD2 and PC16=1 in CHILD1's interview (2 sampled children attend the same school) and the respondent is the same for both children, copy responses from PE1a, d, and f (including the overlays in PE1 for a and d and in PE1OV for a and d) to CHILD2's interview and ask PE1b and c, and e (if PE1d=1). Else, ask PE1a, b, c, d, e (if PE1d=1), and f.**

PE1. Since the beginning of this school year, have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/ grandmother/grandfather/ aunt/uncle/cousin) (or (the) other adult(s) in your household))...

[IF YES TO PE1a-d AND THE RESPONDENT IS THE MOTHER OR FATHER AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS): Did you do this, did (CHILD)'s (mother/stepmother/foster mother/father/stepfather/ foster father), (or) did both of you(, or did neither of you)?]

[ELSE IF YES TO PE1a-d and HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS) AND THE RESPONDENT IS NOT THE MOTHER OR FATHER: Did (CHILD)'s (mother/stepmother/foster mother) do this, did (CHILD)'s (father/stepfather/foster father), did both of them, or did neither of them?]

		YES	NO	M	F	B	N
FSMEETNG (FSMEETNP)	a. Attended a general school meeting, for example, an open house, a back-to-school night or a meeting of a parent-teacher organization?	1	2	1	2	3	4
FSATCNFN (FSCFNP)	b. Gone to a regularly scheduled parent-teacher conference with (CHILD)'s teacher?.....	1	2	1	2	3	4
FSSPORT (FSSPORTP)	c. Attended a school or class event, such as a play, sports event, or science fair because of (CHILD)?.....	1	2	1	2	3	4
FSVOLNTR (FSVOLNTP)	d. Acted as a volunteer at the school or served on a committee?.....	1	2	1	2	3	4
FSVOLCLS	e. Served as a volunteer in (CHILD'S) classroom?.....	1	2				
FSFUNDRS	f. Participated in fundraising for the school?	1	2				

If PE1a, b, c, or d = 2 (did not go to a meeting, conference, event, or volunteer), ask PE1OV, else go to PE2.

PE1OV. Has (CHILD)'s school (had this type of meeting/had a school or class event that (he/she) was involved in/offered parents a chance to volunteer) this school year?

FSHADMEE	YES	1
FSHADCN	NO	2
FSHADSP		
FSHADVOL		

PE2. During this school year, how many times have you (or (CHILD)'s (mother/stepmother/foster mother/father/ stepfather/foster father/grandmother/ grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) gone to meetings or participated in activities at (CHILD)'s school?

FSFREQ TIMES

If this is the interview for CHILD2 and PC16=1 in CHILD1's interview (2 sampled children attend the same school) and the respondent is the same for both children, copy answer for PE5 from CHILD1's interview to CHILD2 and go to PE6. Else, if PE1d = 1 or PE1f=1 (volunteered or participated in fundraising), ask PE5. Else, go to PE6.

PE5. Since the beginning of this school year, how many hours have you [or (CHILD)'s (mother/ stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin) (or (the) other adult(s) in your household)] participated in (volunteering) (and) (fundraising) at (CHILD)'s school?

FSVOLHRS
 HOURS
 REFUSED -7
 DON'T KNOW -8

School Practices

PE6. We're also interested in times the school contacted you without your having contacted them first. During this school year, have any of (CHILD)'s teachers or (his/her) (school/current school)... [IF YES TO PE6a-c: Have they done that 1 to 2 times or 3 or more?]

		YES	NO	1-2 TIMES	3+ TIMES
FSNOTES	a. Sent your family personal notes or E-mails specifically about (CHILD)?.....	1	2	1	2 (FSNOTEP)
FSMEMOS	b. Provided newsletters, memos or notices addressed to all parents?.....	1	2	1	2 (FSMEMOP)
FSPHONE	c. Called you on the phone?	1	2	1	2 (FSPHONEP)

If (PB6/PB7 (grade/equivalent) = T, K, P, or 1 through 5) or [(PB7 (grade equivalent) = U, -7, -8) and (AGE2002 >= 4 and <= 11)], ask a-g of PE8. Else, ask a-i of PE8.

PE8. For each statement that I read you, please tell me how well (CHILD)'s (school/current school) has been doing the following things during this school year:
 [IF NECESSARY, READ AFTER STATEMENTS FOLLOWING THE FIRST STATEMENT: Would you say (his/her) (school/current school) does this very well, just O.K., not very well, or doesn't do it at all.]
 [ACCEPT "DON'T KNOW" AS AN ANSWER.]

		Does it very well	Just O.K.	Not very well	Doesn't do it at all	REF	DK
FSSPPERF	a. Lets you know between report cards how (CHILD) is doing in school. Would you say (CHILD)'s (school/current school) does this very well, just O.K., not very well, or doesn't do it at all?	1	2	3	4	-7	-8
FSSPCDEV	b. Helps you understand what children at (CHILD)'s age are like	1	2	3	4	-7	-8
FSSPVOLN	c. Makes you aware of chances to volunteer at the school	1	2	3	4	-7	-8
FSSPHOME	d. Provides workshops, materials, or advice about how to help (CHILD) learn at home.....	1	2	3	4	-7	-8
FSSPSERV	e. Provides information on community services to help (CHILD) or your family.....	1	2	3	4	-7	-8
FSSPHW	f. Provides information about how to help (CHILD) with (his/her) homework.....	1	2	3	4	-7	-8
FSSPCOUR	g. Provides information about why (CHILD) is placed in particular groups or classes.....	1	2	3	4	-7	-8
FSSPCOLL	h. Provides information on how to help (CHILD) plan for college or vocational school.....	1	2	3	4	-7	-8
FSSPWORK	i. Provides information about how to help (CHILD) plan for work after (he/she) completes (his/her) education	1	2	3	4	-7	-8

If this is the interview for CHILD1 and PA12 = 2 or 91 (respondent speaks language other than English), ask PE9. Else, if this is the interview for CHILD2 and PA12 = 2 or 91 (respondent speaks language other than English) and in CHILD1's interview PC16 = 1 (2 sampled children attend the same school) and the respondent for both children is the same, copy parent/guardian's CHILD1 response to PE9 and PE10 for CHILD2 and go to box after PE10. Else, if this is the interview for CHILD2 and PA12 = 2 or 91 (parent respondent speaks language other than English) and the respondent is not the same for both children, ask PE9. Else, go to box after PE10.

PE9. How difficult is it for you to participate in activities at (CHILD)'s school because you or members of your family speak a language other than English? Is it . . .

- FSDIFENG**
- Very difficult..... 1
 - Somewhat difficult, or..... 2
 - Not at all difficult?..... 3
 - REFUSED..... -7
 - DON'T KNOW..... -8

PE10. Does (CHILD)'s school have . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
FSINTERP	a. Interpreters that speak your language for meetings or parent-teacher conferences?.....	1	2	-7	-8
FSTRANSL	b. Written materials, such as newsletters or school notices that are translated into your language?.....	1	2	-7	-8

Involvement in School Decisionmaking

If this is the interview for CHILD1, ask PE11. Else, if this is the interview for CHILD2 and in CHILD1's interview PC16 = 1 (2 sampled children attend the same school) and the respondent for both children is the same, copy parent/guardian's CHILD1 response to PE11 for CHILD2 and go to PE13. Else, ask PE11.

PE11. Does (CHILD)'s (school/current school) include parents on committees or in other groups that make decisions about school policies having to do with the school budget, what will be taught, discipline, or other policies?

- FSDECIS**
- YES..... 1
 - NO..... 2
 - REFUSED..... -7
 - DON'T KNOW..... -8

PE13. Do you have a say in decisions about (CHILD)'s placement in particular classes?

- FEPLCMNT**
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

PE14. Have you ever requested that (he/she) get or not get a particular teacher or course at (his/her) school?

- FEPARTIC**
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

If this is the interview for CHILD2 and PC16 = 1 in CHILD1's interview (both children attend same school, and the respondent is the same for both interviews), copy PE15a in CHILD1's interview to CHILD2's interview and ask b-d. Else, ask a-d of PE15.

PE15. Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied . . .
 [1 = VERY SATISFIED; 2 = SOMEWHAT SATISFIED; 3 = SOMEWHAT DISSATISFIED; 4 = VERY DISSATISFIED]

		<u>VERY</u>	<u>SOMEWHAT</u>	<u>SOMEWHAT</u>	<u>VERY</u>		
		<u>SATISFIED</u>	<u>SATISFIED</u>	<u>DISSATISFIED</u>	<u>DISSATISFIED</u>	<u>REF</u>	<u>DK</u>
FC SCHOOL	a. With the school (CHILD) attends this year?	1	2	3	4	-7	-8
FC TEACHR	b. With the teachers (CHILD) has this year?	1	2	3	4	-7	-8
FC STDS	c. With the academic standards of the school?	1	2	3	4	-7	-8
FC ORDER	d. With the order and discipline at the school?	1	2	3	4	-7	-8

If this is the interview for CHILD2 and PC16 = 1 in CHILD1's interview (both children attend same school, and the respondent is the same for both interviews), copy PE16 in CHILD1's interview to CHILD2's interview and go to box after PE16. Else, ask PE16.

PE16. How do you feel about the amount of standardized testing or assessment that is done at (CHILD)'s school? Would you say (his/her) school is....

- FESTDTST**
- Doing about the right amount of standardized testing and assessment,.... 1
 - Doing too much, or..... 2
 - Doing too little? 3
 - REFUSED -7
 - DON'T KNOW -8

Family Involvement in Schoolwork [PATH = E, M, S, H if HOMSCFLG = 1]

If PATH = H and HOMSCFLG = -1 (home schooled only), go to PHINTRO. Else, go to PFINTRO.

PFINTRO. Now I have some questions about (CHILD)'s homework.

PF1. How often does (CHILD) do homework, either at home, at an after-school program, or somewhere else **outside** of school? Would you say . . .

[ANY SCHOOL WORK THAT THE CHILD IS SUPPOSED TO DO OUTSIDE OF SCHOOL IS CONSIDERED HOMEWORK. IF R SAYS "EVERY DAY," PROBE: Would that be 3 to 4 days a week, or 5 or more days a week?]

- FHHOME**
- Never,..... 0
 - Less than once a week, 1
 - 1 to 2 days a week, 2
 - 3 to 4 days a week, 3
 - 5 or more days a week, or 4
 - Does (he/she) not have homework? 99
 - REFUSED -7
 - DON'T KNOW -8

If PF1 = 0, 99 or -7 (never does homework, does not have homework, refused), go to PHINTRO. Else, ask PF2.

PF2. In an average week, how many hours does (CHILD) spend on homework outside of school?

FHWKHRS

|_|_|_|
HOURS

- LESS THAN AN HOUR BUT NOT ZERO 99
- REFUSED -7
- DON'T KNOW -8

PF3. How do you feel about the amount of homework (CHILD) is assigned? Would you say...

FHAMOUNT

- The amount is about right, 1
- It's too much, or..... 2
- It's too little? 3
- REFUSED -7
- DON'T KNOW -8

PF4. Is there a place in your home that is set aside for (him/her) to do homework?

FHPLACE

- YES 1
- NO 2
- CHILD DOES NOT DO
HOMEWORK AT HOME..... 3
- REFUSED -7
- DON'T KNOW -8

PF5. Do you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father) (or another adult in your household) check to see that (his/her) homework is done?

FHCHECK

- YES 1
- NO 2
- REFUSED -7
- DON'T KNOW -8

PF6. Have any of the following people helped (CHILD) with (his/her) homework either at home or somewhere else during this school year? How about...

YES NO REF DK

		If any HH member is child's mother, ask a (if 2 mothers, use PF6e for mother with higher value on FEMGUARD[1-15]).				
FHMOMH	a.	(You/(CHILD)'s mother/stepmother/foster mother)?	1	2	-7	-8
		If any HH member is child's father, ask b (if 2 fathers, use PF6d for father with higher value on MALGUARD[1-15]).				
FHDADH	b.	(You/(CHILD)'s father/stepfather/ foster father)?	1	2	-7	-8
		If any HH member is a sibling and is no more than 1 year younger than the child and not under age 5 (RELATION = 3, 4, and AGE >= 5 and AGE >= (sampled child's current age) - 1), ask d.				
FHSIBH	c.	(You/You or (CHILD)'s (brother) (or) (sister))?(CHILD)'s (brother) (or) (sister)?	1	2	-7	-8
		If any HH member is age 18 or older and ((a second mother/father) or (not a parent or sibling)), ask d.				
FHHHADLH	d.	(You/You or another adult in your household/Another adult in your household)?	1	2	-7	-8
FHNHADLH	e.	A tutor, someone at an after-school program, or an adult who does not live in your household?	1	2	-7	-8

If any PF6 a-e = 1 (someone has helped child with homework) and PF1 = 1, autocode PF7 = 1. Else, if any PF6 a-e = 1 (someone has helped child with homework), ask PF7. Else, go to PHINTRO.

PF7. During this school year, how often have you (or any of the people we just mentioned) helped (him/her) with (his/her) homework? Would you say...
 [DISPLAY RESPONSE CATEGORIES UP TO RESPONSE FOR PF1.]

FHHELP

- Less than once a week, 1
- 1 to 2 days a week, 2
- 3 to 4 days a week, or 3
- 5 or more days a week? 4
- REFUSED -7
- DON'T KNOW -8

Family Involvement Outside of School [PATH = All]

PHINTRO. Now I'd like to talk with you about (CHILD)'s activities with family members in the past week.

If (PB6/PB7 (grade/equivalent) = K, T, P or 1 through 3) or [(PB7 (grade equivalent = U, -7, -8) and (AGE2002 <= 9))], ask PH1. Else, go to box after PH1.

PH1. How many times have you or someone in your family read to (CHILD) in the past week? Would you say . . .

FOREADTO	Not at all,	1
	Once or twice,	2
	3 or more times, or	3
	Every day?	4
	REFUSED	-7
	DON'T KNOW	-8

If (PB6/PB7 (grade/equivalent) = K, T, P, 1-5) or [(PB7 (grade equivalent) = U, -7, -8) and (AGE2002 <= 11)], ask PH2. Else, if (PB7/PB7 (grade/equivalent) = 6 through 12) or [(PB7 (grade equivalent) = U, -7, -8) and (AGE2002 >= 12)], ask PH3.

PH2. In the past week, have you or has someone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
FOSTORY	a. Told (CHILD) a story?	1	2	-7	-8
FOCRAFTS	b. Did arts and crafts, for example, coloring, painting, pasting, or using clay?	1	2	-7	-8
FOSPORTS	c. Played sports, active games, or exercised together?	1	2	-7	-8
FOCHORE	d. Involved (CHILD) in household chores like cooking, cleaning, picking up clothes, setting the table, or caring for pets?	1	2	-7	-8
FOBUILD	e. Worked on another type of project with (CHILD) that you didn't think of as a chore, like building, making, or fixing something?	1	2	-7	-8
FOHIST	f. Talked with (CHILD) about (his/ her) family history or ethnic heritage?	1	2	-7	-8
FOGAMES	g. Played board games or did puzzles with (CHILD)?	1	2	-7	-8

Go to PH4.

PH3. In the past week, have you or has someone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
FOBUILD	a. Worked on a project with (CHILD), like arts and crafts, building, making, or fixing something?	1	2	-7	-8
FOSPORTS	b. Played a sport or exercised together?	1	2	-7	-8
FORESPON	c. Discussed with (CHILD) how (he/she) would manage (his/her) time?	1	2	-7	-8

PH4. In the past month, that is, since (MONTH) (DAY), have you or has someone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
FOLIBRAY	a. Visited a library?	1	2	-7	-8
FOCONCRT	b. Gone to a play, concert, or other live show?	1	2	-7	-8
FOMUSEUM	c. Visited an art gallery, museum, or historical site?	1	2	-7	-8
FOZOO	d. Visited a zoo or aquarium?	1	2	-7	-8
FORELIG	e. Attended an event sponsored by a religious group?	1	2	-7	-8
FOCOMMUN	f. Attended an event sponsored by a community or ethnic group?	1	2	-7	-8
FOSPRTEV	g. Attended an athletic or sporting event (outside of school) in which (CHILD) was not a player?	1	2	-7	-8

If any activity in PH4 = 1, ask PH5.

PH5. Who did the activities you just told me about with (CHILD) in the past month? How about...

If any HH member is child's mother, ask a (if 2 mothers, use PH5d for mother with higher value on FEMGUARD[1-15].

FOMOMA	a. (You/(CHILD)'s mother/stepmother/foster mother)?	1	2	-7	-8
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If any HH member is child's father, ask b (if 2 fathers, use PH5d for second father with higher value on MALGUARD[1-15].

FODADA	b. (You/(CHILD)'s father/stepfather/foster father)?	1	2	-7	-8
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If any HH member is age 18 or older and (a second mother/father) or (not a parent), ask c.

FOHHADLA	c. (You/You or another adult in your household/Another adult in your household)?	1	2	-7	-8
FONHADLA	d. Other adults who do not live in your household (other than (CHILD)'s (mother/father/parents)?	1	2	-7	-8

If PATH = E or [HOMSCFLG = 1 (home schooled but attends regular school too) and [(PB7 (grade equivalent) = T, K, P or 1 - 5) or (PB7 (grade equivalent) = U, -7, -8) and (AGE2002 >= 4 and <= 11)], ask a, b, and c of PH6.
 Else, if HOMSCFLG = -1 (home schooled only) and [(PB7 (grade equivalent) = T, K, P, or 1 - 5) or ((PB7 (grade equivalent) = U, -7, -8) and (AGE2002 >= 4 and <= 11))], ask b and c of PH6. Else, if PATH = H and HOMSCFLG = -1 (home schooled only) and (PB7 = 6-12 or (PB7=U,-7,-8 and AGE2002 >= 12)) ask b,c,d,e,f. Else, ask all of PH6.

PH6. Now, I'd like to ask about how often you talk to (CHILD) about various subjects. During the past month, how frequently have you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] talked to (CHILD) about ...

[IF NECESSARY, READ AFTER SECOND STATEMENT: Would you say never, sometimes, or often?]

		<u>NEVER</u>	<u>SOME- TIMES</u>	<u>OFTEN</u>	<u>REF</u>	<u>DK</u>
FOTSCHL	a. (His/her) experiences in school? Would you say never, sometimes, or often?	1	2	3	-7	-8
FOTFRND	b. (His/her) friends?	1	2	3	-7	-8
FOTTRBL	c. Things that are troubling (him/her)?	1	2	3	-7	-8
FOTDRUG	d. The subjects of drugs or alcohol?	1	2	3	-7	-8
FOTFUTUR	e. Plans for further education after high school?	1	2	3	-7	-8
FOTWORK	f. Plans for work after (CHILD) finishes (his/her) education?	1	2	3	-7	-8

PH7. Do you have a home computer that (CHILD) uses?

FOCOMP	YES	1	(GO TO PH8)
	NO	2	(GO TO BOX ABOVE PH10)
	REFUSED	-7	(GO TO BOX ABOVE PH10)
	DON'T KNOW	-8	(GO TO BOX ABOVE PH10)

PH8. In a typical week, about how many hours does (CHILD) use the computer at home?

FOCOMPHR	_ _ HOURS	
	LESS THAN AN HOUR BUT NOT ZERO	99
	REFUSED	-7
	DON'T KNOW	-8

If PH7 = 2, -7, -8 (no home computer, refused, don't know), do not ask PH10f. If PATH = H and HOMSCFLG = -1 (home schooled only), do not ask PH10c. If PATH = E or [PATH = H and ((PB7 (grade equivalent) = K - 5) or (PB7 (grade equivalent) = U, -7, -8 and AGE2002 >= 4 and <= 11))], ask a, b, c, and f of PH10. Else, ask all of PH10.

PH10.	Are there family rules for (CHILD) about . . .	<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
FORBED	a. What time (he/she) goes to bed on school nights?.....	1	2	-7	-8
FORTVPRG	b. Rules about what TV programs or how much TV (he/she) is allowed to watch?.....	1	2	-7	-8
FORHW	c. Rules about doing homework?.....	1	2	-7	-8
FORNIGHT	d. Rules about when (he/she) needs to be home at night?	1	2	-7	-8
FORKNOW	e. Rules about letting you or other household members know where (CHILD) is when (he/she) is not at home, (school), or some other usual place?.....	1	2	-7	-8
FORCOMPU	f. Rules about using the computer?	1	2	-7	-8

If PATH = H and HOMSCFLG = -1 (home schooled only) or [(PB6/PB7 (grade/equivalent) = T, K, P or 1 through 5) or ((PB7 (grade equivalent) = U, -7, -8) and (AGE2002 >= 4 and <= 11))], go to box above PH12. Else, ask PH11.

PH11. During this school year, has (CHILD) participated in any school activities such as sports teams, band or chorus, or safety patrol?

FOSCHACT	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

If [(PB6/PB7 (grade equivalent) = 6-12) or (PB7 (grade equivalent =U, -7, -8) and AGE2002 > = 12)], ask all of PH12. Else, ask a-e and g of PH12.

PH12. During this school year, has (CHILD) participated in any of the following activities (outside of school)? How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
FOMUSLES	a. Music lessons (from someone other than a homeschooling parent)?	1	2	-7	-8
FOCHURCH	b. Church or temple youth group or religious instruction?	1	2	-7	-8
FOORGSPR	c. Organized sports like t-ball or soccer that are supervised by an adult?	1	2	-7	-8
FOSCOUTS	d. Scouting or other group or club activities?	1	2	-7	-8
FOEDUC	e. Educational programs, such as extra classes or tutoring (from someone other than a homeschooling parent)?	1	2	-7	-8
FOCOLEXM	f. Programs to prepare (CHILD) for college entrance exams? ..	1	2	-7	-8
FOOSACT	g. Any other regular (out-of-school) activities or lessons(provided by someone other than a homeschooling parent)?	1	2	-7	-8
FOOSAOS	SPECIFY _____				

Health and Disability [PATH = ALL]

PTINTRO. Now I have a few questions about (CHILD)'s health.

PT1. In general, would you say (his/her) health is...

HDHEALTH	Excellent,	1
	Very good,	2
	Good,	3
	Fair, or	4
	Poor?	5
	REFUSED	-7
	DON'T KNOW	-8

PT2A. Has a health professional told you that (CHILD) has any of the following disabilities?

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
HDLEARN	a. A specific learning disability?	1	2	-7	-8
HDRETARD	b. Mental retardation?	1	2	-7	-8
HDSPEECH	c. A speech or language delay?	1	2	-7	-8
HDDISTRB	d. A serious emotional disturbance?	1	2	-7	-8
HDDEAFM	e. Deafness or another hearing impairment?	1	2	-7	-8
HDBLINDIM	f. Blindness or another visual impairment?	1	2	-7	-8
HDORTHO	g. An orthopedic impairment?	1	2	-7	-8
HDOTHER	h. Another health impairment lasting 6 months or more?	1	2	-7	-8

PT2B. Does (CHILD) have...

HDAUTISM	a. Autism?.....	1	2	-7	-8
HDADD	b. Attention deficit disorder, ADD, or ADHD?.....	1	2	-7	-8
HDPDD	c. Pervasive Developmental Disorder or PDD?.....	1	2	-7	-8

**If any PT2A or PT2B = 1, go to PT3.
Else, go to PTBINTRO.**

PT3. Is (CHILD) receiving services for (his/her) condition ...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
HDSCHL	a. From your local school district?.....	1	2	-7	-8
HDGOVT	b. From a state or local health or social service agency?	1	2	-7	-8
HDOCTOR	c. From a doctor, clinic, or other health care provider?	1	2	-7	-8
HDSOURCE	d. From some other source?	1	2	-7	-8
HDSOUROS	What is that? _____				

If PATH = H AND HOMSCLFG = -1 (child schooled only at home), go to PT8. Else, if any PT3a, b, c, or d = 1, ask PT4. Else, go to PT8.

PT4. Are any of these services provided through an Individualized Educational Program or Plan, or IEP?

HNIFSP	YES	1	(GO TO PT5)
	NO	2	(GO TO PT6)
	REFUSED	-7	(GO TO PT6)
	DON'T KNOW	-8	(GO TO PT6)

PT5. Did you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father /grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] work with the school to develop or change (his/her) IEP?

HDDEVIEP	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

PT6. Is (CHILD) currently enrolled in any special education classes?

HDSPCLED	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

If PT4 = 1 or PT6 = 1, ask PT7. Else, go to PT8.

YUTH

PT7. During this school year, how satisfied have you been with the following aspects of (CHILD)'s IEP or special education classes or services?
 [1 = VERY SATISFIED; 2 = SOMEWHAT SATISFIED; 3 = SOMEWHAT DISSATISFIED; 4 = VERY DISSATISFIED; 5 = NOT APPLICABLE]

		<u>VERY</u> <u>SATISFIED</u>	<u>SOMEWHAT</u> <u>SATISFIED</u>	<u>SOMEWHAT</u> <u>DISSATISFIED</u>	<u>VERY</u> <u>DISSATISFIED</u>	<u>NOT</u> <u>APPLICABLE</u>
HDCOMMU	a. The school's communication with your family? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?.....	1	2	3	4	5
HDTCHR	b. (CHILD)'s special needs teacher or therapists?.....	1	2	3	4	5
HDACCOM	c. The school's ability to accommodate (his/her) special needs?....	1	2	3	4	5

PT8. (Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn?

HDAFFECT	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

Child Race and Country of Origin [PATH = ALL]

DEMO

PTBINTRO. Now I have some questions about (CHILD)'s background.

PTB1. In what state, country, or territory was (CHILD) born?

CBORNUS	ONE OF THE 50 STATES OR THE DISTRICT OF COLUMBIA	1	(GO TO PTB2)
	ONE OF THE U.S. TERRITORIES [PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR SOLOMON ISLANDS]	2	(GO TO PTB10V)
CTERROS	(SPECIFY) _____		
	SOME OTHER COUNTRY	3	(GO TO PTB10V)
CCONTOS	(SPECIFY) _____		
	REFUSED	-7	(GO TO PTB2)
	DON'T KNOW	-8	(GO TO PTB2)

PTB1OV. How old was (CHILD) when (he/she) first moved to the (United States/50 states or the District of Columbia)?

CMOVEAGE

____|____|
AGE

REFUSED -7
DON'T KNOW -8

PTB2. Is (CHILD)...

[IF R GIVES ETHNICITY (E.G., HISPANIC), PROBE FOR RACE.
IF NO RACE OR MORE THAN 1 RACE GIVEN, CODE 91.]

CRACE

White, 1 (GO TO PTB3)
Black, 2 (GO TO PTB3)
American Indian or Alaska Native, 3 (GO TO PTB3)
Asian or Pacific Islander, or 4 (GO TO PTB3)
Some other race? 91 (GO TO PTB2OV)
REFUSED -7 (GO TO PTB3)
DON'T KNOW -8 (GO TO PTB3)

PTB2OV. [CODE RESPONSE IF PA3=91]

COTHRACE

HISPANIC/LATINO/MEXICAN/SPANISH/
PUERTO RICAN 1 (AUTOCODE PTB3=1
AND GO TO BOX AFTER PTB3)
MORE THAN ONE RACE/BIRACIAL/MULTIRACIAL 2 (GO TO PTB3)
OTHER 91 (GO TO PTB3)

COTHRAOS

(SPECIFY) _____
REFUSED -7 (GO TO PTB3)
DON'T KNOW -8 (GO TO PTB3)

PTB3. Is (he/she) of Hispanic origin?

CHISPAN

YES 1
NO 2
REFUSED -7
DON'T KNOW -8

Parent/Guardian Characteristics [PATH = ALL]

Mother Items

MAMA

Ask question PU2/PV2 for each sampled child. But ask questions PU1 through PU10V, PU3 through PU18, PV1 through PV10V, and PV3 through PV18 once per mother/father in household.

If there is no mother or father in the household but there are both a grandmother and grandfather and one of the grandparents is the respondent, ask section PU about the grandmother and section PV about the grandfather. Else, go to the next box.

If there are two mothers or two fathers, use the lowest value of FEMGUARD[1-15] or MALGUARD[1-15] to select the subject of section PU or PV. If both same sex parents have the same value of FEMGUARD[1-15] or MALGUARD[1-15], choose the first person with that value as the subject of section PU or PV. Else, go to next box.

If HHMOM = 1, 2, or 3 (mother or female guardian), go to PUINTRO. Else, if HHMOM = 4 (no mother/ female guardian), go to box after PU18.

PUINTRO. These next questions are about ((CHILD)'s mother, (NAME)/(you (and) (CHILD)'s (mother/stepmother/foster mother/grandmother) (and) (father/stepfather/foster father/grandfather)). (Let's start with (you/(CHILD)'s mother/(CHILD)'s grandmother)).

PU1. (Are you/Is (CHILD)'s (mother/stepmother/foster mother/grandmother)) currently...

MOMSTAT

- Married, 1 (GO TO PU3)
- Separated, 2 (GO TO BOX)
- Divorced, 3 (GO TO BOX)
- Widowed, or 4 (GO TO BOX)
- Never married? 5 (GO TO BOX)
- REFUSED -7 (GO TO PU3)
- DON'T KNOW -8 (GO TO PU3)

If any HH member other than the mother/grandmother and other than the subject child is age 16 or older ask PU10V. Else, if the only HH member other than the mother/grandmother who is age 16 or older is the subject child, autocode PU10V to 2. Else, go to PU3.

PU1OV. (Are you/Is she) currently living with a partner?

MOMLIVW	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

PU3. What was the first language (you/(CHILD)'s (mother/stepmother/foster mother/grandmother) learned to speak?

MOMLANG	ENGLISH.....	1 (GO TO BOX)
	SPANISH.....	2 (GO TO BOX)
	ENGLISH AND SPANISH EQUALLY.....	3 (GO TO BOX)
	ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4 (GO TO BOX)
	SPECIFY _____	
	ANOTHER LANGUAGE.....	91 (GO TO BOX)
MOMLANOS	SPECIFY _____	
	REFUSED.....	-7 (GO TO BOX)
	DON'T KNOW.....	-8 (GO TO BOX)

If the subject of section PU is the respondent, copy the response from PA12 to PU4 and go to PU5. Else if the subject of section PU completed an AEWB interview, copy IBSPEAK into PU4. Else, if PU3 = 1 then autocode PU4 to 1. Else, ask PU4.

PU4. What language (do you/does (CHILD)'s (mother/stepmother/foster mother/grandmother)) speak most at home now?

MOMSPEAK	ENGLISH.....	1
	SPANISH.....	2
	ENGLISH AND SPANISH EQUALLY.....	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4
	SPECIFY _____	
	((ENGLISH AND) OTHER LANGUAGE SPECIFIED IN PU2 (EQUALLY)).....	5
	OTHER LANGUAGE SPECIFIED IN PU3.....	6
	ANOTHER LANGUAGE.....	91
MOMSPEOS	SPECIFY _____	
	REFUSED.....	-7
	DON'T KNOW.....	-8

PU8. What is the highest grade or year of school that (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)) completed?

MOMGRADE	UP TO 8TH GRADE.....	1 (ENTER GRADE, GO TO PU9)
MOMGRAD1	9TH TO 11TH GRADE.....	2 (ENTER GRADE, GO TO PU9)
MOMGRAD2	12TH GRADE BUT NO DIPLOMA.....	3 (GO TO PU9)
	HIGH SCHOOL DIPLOMA/EQUIVALENT.....	4 (GO TO PU10)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA.....	5 (GO TO PU9)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL.....	6 (GO TO PU9)
	SOME COLLEGE BUT NO DEGREE.....	7 (GO TO PU8OV)
	ASSOCIATE'S DEGREE (AA, AS).....	8 (GO TO PU9)
	BACHELOR'S DEGREE (BA, BS).....	9 (GO TO PU10)
	ATTENDED/DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL.....	10 (GO TO PU10)
	MASTER'S DEGREE (MA, MS).....	11 (GO TO PU10)
	DOCTORATE DEGREE (PHD, EDD).....	12 (GO TO PU10)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	13 (GO TO PU10)
	REFUSED.....	-7 (GO TO PU9)
	DON'T KNOW.....	-8 (GO TO PU9)

PU8OV. Did (you/she) earn a vocational or technical diploma after leaving high school?

MOMVOTEC	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

PU9. (Do you/Does she) have a high school diploma or its equivalent, such as a GED?

MOMDIPL	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

PU10. During the past week, did (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)) work at a job for pay or income?

MOMWORK	YES.....	1 (GO TO PU12)
	NO.....	2 (GO TO PU11)
	RETIRED.....	3 (GO TO PU13)
	DISABLED/UNABLE TO WORK.....	4 (GO TO PU13)
	REFUSED.....	-7 (GO TO PU11)
	DON'T KNOW.....	-8 (GO TO PU11)

PU11. (Were you/Was she) on leave or vacation from a job during the past week?

- MOMLEAVE**
- YES 1 (GO TO PU12)
 - NO 2 (GO TO PU13)
 - REFUSED -7 (GO TO PU13)
 - DON'T KNOW -8 (GO TO PU13)

PU12. About how many total hours per week (do you/does she) usually work for pay or income, counting all jobs?
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

- MOMHOURS**
- |_|_|
WEEKLY HOURS
- REFUSED -7
 - DON'T KNOW -8

PU13. In the past 12 months, how many months (,if any,) (have you/has she) worked for pay or income?

- MOMMTHS**
- |_|_|
MONTHS
- REFUSED -7
 - DON'T KNOW -8

If PU10 or PU11 = 1 (working or on leave/vacation), go to PU18. If PU10 =3, then autocode PU16 = 3, and go to box after PU16. If PU10 = 4, then autocode PU16 = 5, and go to box after PU16. Else, ask PU14.

PU14. (Have you/Has she) been actively looking for work in the past 4 weeks?

- MOMLOOK**
- YES 1 (GO TO PU15)
 - NO 2 (GO TO PU16)
 - REFUSED -7 (GO TO PU16)
 - DON'T KNOW -8 (GO TO PU16)

PU15. What (have you/has she) been doing in the past 4 weeks to find work? (Have you/Has she)...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
MOMAGN	a. Checked with an employment agency?	1	2	-7	-8
MOMEMPL	b. Checked with an employer directly or sent a resume?	1	2	-7	-8
MOMREL	c. Checked with friends or relatives?	1	2	-7	-8
MOMANSAD	d. Placed or answered job ads?.....	1	2	-7	-8

If all of PU15a-d NE 1 (not actively looking for work), go to PU16. Else, go to box after PU16.

PU16. What (were you/was she) doing most of last week? Would you say...

MOMACTY	Keeping house or caring for children or other dependents,	1
	Going to school,	2
	Retired,	3
	Volunteering,	4
	Unable to work, or	5
	Something else?	91
MOMACTOS	What was that? _____	
	REFUSED	-7
	DON'T KNOW	-8

If PU16 = 2, autocode PU18 = 1 and go to box after PU18. Else, ask PU18.

PU18. (Are you/Is (CHILD)'s mother/stepmother/foster mother/grandmother) attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training [other than at (your/her) regular job]?

MOMENROL	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

If there is no mother or father in the household but there are both a grandmother and grandfather and one of the grandparents is the respondent, ask section PV about the grandfather (and section PU about the grandmother). Else, go to the next box.

If there are two fathers, use the lowest value of MALGARD1/2 to select the subject of section PV. If both same sex parents have the same value of MALGARD1/2, choose the first person with that value as the subject of section PV. Else, go to next box.

**If HHDAD = 1, 2, or 3 (father or male guardian), go to PVINTRO.
Else, if HHDAD = 4 (no father or male guardian), go to box after PV18.**

PVINTRO. Now I have some questions about ((CHILD)'s father, (NAME)/(you/(CHILD)'s (father/stepfather/foster father/grandfather)).

PV1. [Are you/Is (CHILD)'s (father/stepfather/foster father/grandfather)] currently...

- DADSTAT**
- Married, 1 (GO TO PV3)
 - Separated, 2 (GO TO BOX)
 - Divorced, 3 (GO TO BOX)
 - Widowed, or 4 (GO TO BOX)
 - Never married? 5 (GO TO BOX)
 - REFUSED -7 (GO TO PV3)
 - DON'T KNOW -8 (GO TO PV3)

If (any HH member other than the father/grandfather and other than the subject child is age 16 or older)and (PU1OV was not asked already), ask PV1OV. Else, if the only HH member other than the father/grandfather who is age 16 or older is the subject child, autocode PV1OV to 2. Else, go to PV3.

PV1OV. (Are you/Is he) currently living with a partner?

- DADLIW**
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

PV3. What was the first language (you/(CHILD)'s (father/stepfather/foster father/grandfather)) learned to speak?

- DADLANG ENGLISH..... 1 (GO TO BOX)
- SPANISH..... 2 (GO TO BOX)
- ENGLISH AND SPANISH EQUALLY 3 (GO TO BOX)
- ENGLISH AND ANOTHER LANGUAGE EQUALLY 4 (GO TO BOX)
- SPECIFY _____
- ANOTHER LANGUAGE..... 91 (GO TO BOX)
- DADLANOS SPECIFY _____
- REFUSED -7 (GO TO BOX)
- DON'T KNOW -8 (GO TO BOX)

If the subject of section PV is the respondent, copy the response from PA12 to PV4 and go to PV5. Else if the subject of section PV completed an AEWI interview, copy IBSPEAK into PV4. Else, if PV3 = 1 then autocode PV4 to 1. Else, ask PV4.

PV4. What language (do you/does (CHILD)'s (father/stepfather/foster father/grandfather)) speak most at home now?

- DADSPEAK ENGLISH..... 1
- SPANISH..... 2
- ENGLISH AND SPANISH EQUALLY 3
- ENGLISH AND ANOTHER LANGUAGE EQUALLY 4
- SPECIFY _____
- ((ENGLISH AND) OTHER LANGUAGE SPECIFIED IN PV1 (EQUALLY))..... 5
- OTHER LANGUAGE SPECIFIED IN PV3 6
- ANOTHER LANGUAGE..... 91
- DADSPEOS SPECIFY _____
- REFUSED -7
- DON'T KNOW -8

PV5. In what state, country, or territory (were you/was (CHILD)'s father/stepfather/foster father/grandfather) born?

- DADBORN ONE OF THE 50 STATES OR THE DISTRICT OF COLUMBIA, 1 (GO TO PV6)
- ONE OF THE U.S. TERRITORIES, [PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR SOLOMON ISLANDS] 2 (GO TO PV50V)
- DADTEROS SPECIFY _____
- SOME OTHER COUNTRY 3 (GO TO PV50V)
- DADCONOS SPECIFY _____
- REFUSED -7 (GO TO PV6)
- DON'T KNOW -8 (GO TO PV6)

PV5OV. How old (were you/was he) when (you/he) first moved to the (United States/50 states or the District of Columbia)?

DADUSAGE

AGE

REFUSED -7
DON'T KNOW -8

PV6. (Are you/Is he)...

[IF R GIVES ETHNICITY (E.G., HISPANIC), PROBE FOR RACE.
IF NO RACE OR MORE THAN 1 RACE GIVEN, CODE 91.]

DADRACE

White, 1 (GO TO PV7)
Black, 2 (GO TO PV7)
American Indian or Alaska Native, 3 (GO TO PV7)
Asian or Pacific Islander, or 4 (GO TO PV7)
Some other race? 91 (GO TO PV6OV)
REFUSED -7 (GO TO PV7)
DON'T KNOW -8 (GO TO PV7)

PV6OV. [CODE RESPONSE IF PV6 = 91]

DOTHRACE

HISPANIC/LATINO/MEXICAN/SPANISH/
PUERTO RICAN 1 (AUTOCODE PV7=1
AND GO TO PV8)
MORE THAN ONE RACE/BIRACIAL/MULTIRACIAL 2 (GO TO PV7)
OTHER 91 (GO TO PV7)

DOTHRAOS

(SPECIFY) _____
REFUSED -7 (GO TO PV7)
DON'T KNOW -8 (GO TO PV7)

PV7. (Are you/Is he) of Hispanic origin?

DADHISP

YES 1
NO 2
REFUSED -7
DON'T KNOW -8

PV8. What is the highest grade or year of school that (you/(CHILD)'s (father/stepfather/foster father/grandfather)) completed?

DADGRADE	UP TO 8TH GRADE.....	1 (ENTER GRADE, GO TO PV9)
	9TH TO 11TH GRADE.....	2 (ENTER GRADE, GO TO PV9)
DADGRAD1	12TH GRADE BUT NO DIPLOMA.....	3 (GO TO PV9)
DADGRAD2	HIGH SCHOOL DIPLOMA/EQUIVALENT.....	4 (GO TO PV10)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA.....	5 (GO TO PV9)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL.....	6 (GO TO PV9)
	SOME COLLEGE BUT NO DEGREE.....	7 (GO TO PV8OV)
	ASSOCIATE'S DEGREE (AA, AS).....	8 (GO TO PV9)
	BACHELOR'S DEGREE (BA, BS).....	9 (GO TO PV10)
	ATTENDED/DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL.....	10 (GO TO PV10)
	MASTER'S DEGREE (MA, MS).....	11 (GO TO PV10)
	DOCTORATE DEGREE (PHD, EDD).....	12 (GO TO PV10)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE(MEDICINE/MD; DENTISTRY/DDS; LAW/ JD/LLB; ETC.).....	13 (GO TO PV10)
	REFUSED.....	-7 (GO TO PV9)
	DON'T KNOW.....	-8 (GO TO PV9)

PV8OV. Did (you/he) earn a vocational or technical diploma after leaving high school?

DADVOTEC	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

PV9. (Do you/Does he) have a high school diploma or its equivalent, such as a GED?

DADDIPL	YES.....	1
	NO.....	2
	REFUSED.....	-7
	DON'T KNOW.....	-8

PV10. During the past week, did (you/(CHILD)'s (father/stepfather/foster father/grandfather)) work at a job for pay or income?

DADWORK	YES.....	1 (GO TO PV12)
	NO.....	2 (GO TO PV11)
	RETIRED.....	3 (GO TO PV13)
	DISABLED/UNABLE TO WORK.....	4 (GO TO PV13)
	REFUSED.....	-7 (GO TO PV11)
	DON'T KNOW.....	-8 (GO TO PV11)

PV11. (Were you/Was he) on leave or vacation from a job during the past week?

DADLEAVE

YES	1 (GO TO PV12)
NO	2 (GO TO PV13)
REFUSED	-7 (GO TO PV13)
DON'T KNOW	-8 (GO TO PV13)

PV12. About how many total hours per week (do you/does he) usually work for pay or income, counting all jobs?
 [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

DADHOURS

<input type="text"/> <input type="text"/> <input type="text"/>	WEEKLY HOURS
REFUSED	-7
DON'T KNOW	-8

PV13. In the past 12 months, how many months (,if any,) (have you/has he) worked for pay or income?

DADMTHS

<input type="text"/> <input type="text"/> <input type="text"/>	MONTHS
REFUSED	-7
DON'T KNOW	-8

If PV10 or PV11 = 1 (working or on leave/vacation), go to PV18. If PV10 = 3, then autocode PV16 = 3, and go to box after PV16. If PV10 = 4, then autocode PV16 =5, and go to box after PV16. Else, ask PV14.

PV14. (Have you/Has he) been actively looking for work in the past 4 weeks?

DADLOOK

YES	1 (GO TO PV15)
NO	2 (GO TO PV16)
REFUSED	-7 (GO TO PV16)
DON'T KNOW	-8 (GO TO PV16)

PV15. What (have you/has he) been doing in the past 4 weeks to find work? (Have you/Has he)...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
DADAGN	a. Checked with an employment agency?	1	2	-7	-8
DADEMP	b. Checked with an employer directly or sent resume?	1	2	-7	-8
DADREL	c. Checked with friends or relatives?	1	2	-7	-8
DADANSAD	d. Placed or answered job ads?.....	1	2	-7	-8

If all of PV15a-d NE 1 (not actively looking for work), go to PV16. Else, go to box after PV16.

PV16. What (were you/was he) doing most of last week? Would you say...

DADACTY	Keeping house or caring for children or other dependents, ..	1
	Going to school,	2
	Retired,	3
	Volunteering,	4
	Unable to work, or	5
	Something else?	91
DADACTOS	What was that? _____	
	REFUSED	-7
	DON'T KNOW	-8

If PV16 = 2, then autocode PV18 = 1, and go to box after PV18. Else, ask PV18.

PV18. (Are you/Is (CHILD)'s (father/stepfather/foster father/grandfather)) attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training [other than at (your/his) regular job]?

DADENROL	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

Receipt of Free or Reduced-Price School Lunches [PATH = E, M, S, H if HOMSCFLG = 1]

if PATH = H and HOMSCFLG = -1 (home schooled only), go to box after PW8. Else, go to PW1.

PW1. Since the beginning of this school year, has (CHILD) ever received a free or reduced-price lunch at school?

- LUEVER YES 1 (GO TO PW3)
- NO 2 (GO TO BOX AFTER PW1)
- REFUSED -7 (GO TO BOX AFTER PW1)
- DON'T KNOW -8 (GO TO BOX AFTER PW1)

If this is the interview for CHILD2 and PC16 = 1 in CHILD1's interview (2 sampled children attend the same school) and the respondent is the same for both children, copy response for CHILD1's PW2 to CHILD2's PW2. In this case, if CHILD1's PW2 = 1, -8 or -7, go to PW3 or if CHILD1's PW2 = 2, go to box after PW8. Else, ask PW2.

PW2. Does (CHILD)'s school serve school lunches for free or at a reduced price to low-income children?

- LUSERVE YES 1 (GO TO PW3)
- NO 2 (GO TO BOX AFTER PW8)
- REFUSED -7 (GO TO PW3)
- DON'T KNOW -8 (GO TO PW3)

PW3. Did you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] fill out an application for (CHILD) to receive free or reduced price lunches this school year?

- LUAPPLY YES 1
- NO 2
- REFUSED -7
- DON'T KNOW -8

If PW2 = -7 or -9 (refused to answer whether school had free/reduced price lunches or not ascertained), or PW3 = -7 or -9 (refused to answer about application or not ascertained), go to box after PW8.

Else, if [(PW1 = 2 and PW3 = 1) or (PW1 = 2 and PW3 = -8) or (PW1 = -8 and PW3 = -8) or (PW1 = -8 and PW3 = 1)] (did not receive free/reduced price lunch but filled out an application, or did not receive free/reduced price lunch and don't know if filled out an application, or did not know whether received free/reduced price lunch but did fill out an application), go to PW4.

Else, if [(PW1 = 1 and PW3 = 2) or (PW1 = 1 and PW3 = -8) or (PW1 = 2 and PW3 = 2) or (PW1 = -8 and PW3 = 2)] (received free/reduced price lunch but did not fill out an application, or received free/reduced price lunch and don't know if filled out an application, or did not get free/reduced price lunch and did not fill out an application, or did not know whether received free/reduced price lunch and did not fill out an application), go to PW5. Else, if [(PW1 = 1 and PW3 = 1) (received free/reduced price lunch and filled out an application), go to PW6.

PW4. Was (CHILD) approved to receive free or reduced-price school lunches by (his/her) school?

LUAPPROV

- YES 1
- NO 2
- REFUSED -7
- DON'T KNOW -8

If [(PW1 = 2 and PW3 = 1 and PW4 = 1) or (PW1 = 2 and PW3 = -8 and PW4 = 1) or (PW1 = -8 and PW3 = -8 and PW4 = 1) or (PW1 = -8 and PW3 = 1 and PW4 = 1)] (did not receive free/reduced price lunch but filled out an application and was approved, or did not receive free/reduced price lunch and don't know if filled out an application and was approved, or did not know whether received free/reduced price lunch and did not know if filled out an application but was approved), go to PW1CHK.

Else, if [(PW1 = 2 and PW3 = 1 and PW4 = 2) or (PW1 = 2 and PW3 = 1 and PW4 = -8)] (did not receive free/reduced price lunch but filled out an application and was not approved, or did not receive free/reduced price lunch but filled out an application and did not know whether approved), go to PW6. Else, go to box after PW8.

PW1CHK1. Earlier I recorded that ((CHILD) has never received a free or reduced-price school lunch/you do not know if (CHILD) has ever received a free or reduced-price school lunch), and I also recorded that (your family applied/you don't know if your family applied) for (CHILD) to receive free or reduced-price lunches (and/but) that (he/she) was approved to receive them.

Has (CHILD) ever received a free or reduced-price lunch at school?

LUCHK1

- YES 1
- NO 2
- REFUSED -7
- DON'T KNOW -8

If (PW3 = 1) (filled out an application), go to PW6. Else, if (PW1CHK = 2 and PW3 = -8) or (PW1CHK = -8 and PW3 = -8)] (check question indicated did not receive free/reduced price lunch and previous questions PW3 indicated did not know if filled out an application and was approved, or check question indicated did not know whether received free/reduced price lunch and previous questions PW3 and PW4 indicated didn't know if filled out an application but was approved), go to PW5. Else, go to box after PW8.

PW5. Some students are automatically approved for free or reduced-price school lunches. Was (CHILD) automatically approved to receive free or reduced-price school lunches by (his/her) school even though you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother /grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] did not submit an application?

LUAUTO

- YES 1
- NO 2
- REFUSED -7
- DON'T KNOW -8

If [(PW1 = 1 and PW3 = 2 and PW5 = 2) or (PW1 = 1 and PW3 = 2 and PW5 = -8) or (PW1 = 1 and PW3 = -8 and PW5 = 2) or (PW1 = 1 and PW3 = -8 and PW5 = -8)] or [(PW1 = 2 and PW3 = 2 and PW5 = 1) or (PW1 = -8 and PW3 = 2 and PW5 = 1)] (received free/reduced price lunch and did not fill out an application and was not automatically approved, or received free/reduced price lunch and did not fill out an application and don't know if was automatically approved, or received free/reduced price lunch and do not know if filled out an application and was not automatically approved, or received free/reduced price lunch and do not know if filled out application and do not know if automatically approved, or did not receive free/reduced price lunch and did not fill out an application but was automatically approved, or don't know if received free/reduced price lunch and did not fill out application but was automatically approved), go to PW1CHK2.

Else, if [(PW1=1 and PW3=2 and PW5=1) or (PW1=1 and PW3=-8 and PW5=1)] (received free/reduced price lunch and did not fill out an application but was automatically approved, or received free/reduced price lunch and don't know if filled out an application but was automatically approved), go to box before PW7.

Else, go to box after PW8.

PW1CHK2. Earlier I recorded that ((CHILD) has (never) received a free or reduced-price school lunch/you do not know if (CHILD) has ever received a free or reduced-price school lunch), and I also recorded that (your family did not apply/you don't know if your family applied) for (CHILD) to receive free or reduced-price lunches (and/but) that ((he/she) was (not) automatically approved to receive them/you do not know if (he/she) was automatically approved to receive them). Just to clarify, please let me ask you again...

Has (CHILD) ever received a free or reduced-price lunch at school?

LCHK2

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

If [(PW1CHK2 = 2 and PW1 = 2 and PW3 = 2 and PW5 = 1) or (PW1CHK2 = -8 and PW1 = -8 and PW3 = 2 and PW5 = 1)] (check question indicated did not receive free/reduced price lunch and this matched previous answer in PW1 and the family did not fill out an application but the child was automatically approved, or the check question indicated that did not know if received free/reduced price lunch and this matched previous answer in PW2 and the family did not fill out an application but was automatically approved), go to box after PW8. Else, go to PW3CHK.

PW3CHK. I'd also like to clarify what you said about the application. Some students are automatically approved for free school lunches while others must submit an application. Did you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] fill out an application for (CHILD) to receive free or reduced price lunches this school year?

LUCHK3

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

If [(PW1CHK2 = 1 and PW3CHK = 2 and PW1 = 1 and PW3 = 2 and PW5 = 2) or (PW1CHK2 = 1 and PW3CHK = 2 and PW1 = 1 and PW3 = 2 and PW5 = -8) or (PW1CHK2 = 1 and PW3CHK = -8 and PW1 = 1 and PW3 = -8 and PW5 = 2) or (PW1CHK2 = 1 and PW3CHK = -8 and PW1 = 1 and PW3 = -8 and PW5 = -8)] (check questions and PW1 and PW3 all indicate that received free/reduced price lunch but did not fill out an application and was not automatically approved, or check questions and PW1 and PW3 all indicate that received free/reduced price lunch but did not fill out an application and did not know whether automatically approved, or check questions and PW1 and PW3 all indicate that received free/reduced price lunch but did not know whether filled out an application and did not know whether automatically approved), go to box before PW7.

Else, if PW3CHK = 1 (check question indicated that filled out an application), go to PW6.

PW6. When you filled out the application for free or reduced-price school lunches for (CHILD...

YES NO REF DK

LUFOODST

a. Did you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] write a food stamp or other program case number on the application?.....

	1	2	-7	-8
--	---	---	----	----

If PW6a= 1 (wrote case number on application), go to box after PW6. Else, go to PW6b.

LUINCOM

b. Did you [or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)] refer to income documentation from pay check stubs, income tax returns or other documents to help complete the form?

	1	2	-7	-8
--	---	---	----	----

If PW1 = 1 or PW1CHK1 = 1 or PW1CHK2 = 1 (received free/reduced price lunch), go to PW7. Else, go to box after PW8.

PW7. Has (CHILD) received a free or reduced-price school lunch at least once a week during the current school year?

LUWEEKLY

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PW8. During the last five days that (CHILD) was in school, how many school lunches did (he/she) receive free or at a reduced price?

LU5DYNUM

NUMBER

Involvement of the Non-Residential Parent [PATH = ALL]

If there are two same sex adoptive parents, go to box above PYINTRO. Else, if HHMOM NE 1 (no birth/adoptive mother in the household), ask about mother and set NONRTYPE = 1. If HHDAD NE 1 (no birth/adoptive father in household), ask about father and set NONRTYPE = 2. Else, if both HHDAD and HHMOM NE 1, ask about both mother and father separately. Else, go to box above PYINTRO.

If PA9 = 2 (adoptive mother) and HHDAD NE 1 (no birth/adoptive father in the household) or PA10 = 2 (adoptive father) and HHMOM NE 1 (no birth/adoptive mother in the household), ask PX1. Else, go to PXINTRO.

PX1. You said before that you are (CHILD)'s adoptive (mother/father). Does (CHILD) have an adoptive (mother/father)?

NRADOPTV

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

If PX1 = 1 (child has adoptive mother or father), ask about adoptive parent in PXINTRO. Else, go to box above PYINTRO.

PXINTRO. Now I would like to ask you a few questions about how much contact (CHILD)'s (birth/adoptive) (mother/father) (who doesn't live with you) has had with (him/her).

PX2. [IF RESPONDENT REFUSES TO ANSWER ANY QUESTIONS ABOUT THE OTHER PARENT, ENTER "6".]
 During this school year, has (CHILD) lived with you most of the time, lived with (his/her) (mother/father), or lived with each of you about equally?

- NRLIVARR**
- WITH RESPONDENT 1 (GO TO PX3)
 - MOST OF THE TIME WITH OTHER PARENT 2 (GO TO BOX AFTER PX8OV2)
 - HALF AND HALF 3 (GO TO BOX AFTER PX8OV2)
 - OTHER PARENT DECEASED 4 (GO TO PX3)
 - CHILD NEVER HAD CONTACT WITH OTHER PARENT 5 (GO TO BOX ABOVE PYINTRO)
 - RESPONDENT DOES NOT WANT TO ANSWER ANY QUESTIONS 6 (GO TO BOX ABOVE PYINTRO)
- NRLIVOS**
- OTHER..... 91 (GO TO PX3)
 - (SPECIFY) _____
 - REFUSED -7 (GO TO PX3)
 - DON'T KNOW -8 (GO TO PX3)

PX3. How long has it been since (CHILD)'s (mother/father) lived in the same household with (CHILD), if ever?

- NRLIVEVR**
- NEVER LIVED IN HOUSEHOLD 0 (GO TO BOX ABOVE PX4)
 - NUMBER GIVEN 1 (GO TO PX3OV1)
 - CHILD NEVER HAD CONTACT WITH OTHER PARENT 2 (GO TO BOX ABOVE PYINTRO)
 - RESPONDENT DOES NOT WANT TO ANSWER ANY MORE QUESTIONS 3 (GO TO BOX ABOVE PYINTRO)
 - REFUSED -7 (GO TO BOX ABOVE PYINTRO)
 - DON'T KNOW -8 (GO TO BOX ABOVE PYINTRO)

PX3OV1. (GO TO PX3OV2)
NRLIVNUM NUMBER

PX3OV2. [VERIFY ENTRY]
NRLIVUNT UNIT:
 DAYS 1
 WEEKS 2
 MONTHS..... 3
 YEARS 4

PX6. In the past month, has (CHILD)'s (mother/father) done any of the following things with (CHILD)?
How about . . .

		YES	NO	REF	DK
NRLIBRAY	a. Visited a library?	1	2	-7	-8
NRCONCRT	b. Gone to a play, concert, or other live show?	1	2	-7	-8
NRMUSEUM	c. Visited an art gallery, museum, or historical site?	1	2	-7	-8
NRZOO	d. Visited a zoo or aquarium?	1	2	-7	-8
NRRELIG	e. Attended an event sponsored by a religious group?	1	2	-7	-8
NRCOMMUN	f. Attended an event sponsored by a community or ethnic group?	1	2	-7	-8
NRRSPRTEV	g. Attended an athletic or sporting event outside of school in which (CHILD) was not a player?	1	2	-7	-8

Go to box after PX8OV2.

PX7. In the past year, about how many times has (CHILD) . . .

TIMES

NRPHONY	a. Talked to (his/her) (mother/father) on the phone?	<input type="text"/>	<input type="text"/>
NRLETTY	b. Gotten a letter or email from (him/her)?	<input type="text"/>	<input type="text"/>

If (PX4OV1 > 12 and PX4OV2 = 3) or (PX4OV1 > 1 and PX4OV2 = 4) then go to next box. Else ask c.

NRPERY Seen (his/her) (mother/father) in person?

**If ([PX7 a and PX7b = 0) and (PX7c = 0 or -1)], go to PX8.
Else, go to box above PYINTRO.**

PX8. How long has it been since (CHILD) last had any type of contact with (his/her) (mother/father)?

NRLSTCON	NUMBER GIVEN	1 (GO TO PX8OV1)
	CHILD NEVER HAD CONTACT WITH OTHER PARENT	2 (GO TO BOX ABOVE PYINTRO)
	RESPONDENT DOES NOT WANT TO ANSWER ANY MORE QUESTIONS	3 (GO TO BOX ABOVE PYINTRO)
	REFUSED	-7 (GO TO BOX AFTER PX8OV2)
	DON'T KNOW	-8 (GO TO BOX AFTER PX8OV2)

PX8OV1. (GO TO PX8OV2)
NRLSTNUM NUMBER

PX8OV2.
NRLSTUNT

UNIT:
MONTHS..... 1
YEARS..... 2

If (PATH = H and HOMSCFLG = -1) or PX4OV1 and PX4OV2 > 12 months (child has not had contact in more than 12 months), go to box above PYINTRO. Else, ask PX9.

PX9. Since the beginning of this school year, has (CHILD)'s (mother/father) . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
NRMTCNF	a. Attended a meeting or parent-teacher conference at (CHILD)'s school?	1	2	-7	-8
NRSPT	b. Attended a sports, school, or class event because of (CHILD)?.....	1	2	-7	-8
NRVOLNTR	c. Volunteered in (CHILD)'s classroom or at the school?	1	2	-7	-8

Household Characteristics [PATH = ALL]

HOME

The following questions are asked only once per household.

PYINTRO. Now, a few questions about your household.

If an AEWV interview was conducted before the PFI interview, copy responses for PY1-PY11 and PY19-PY19OV2 to the PFI interview and go to PY12. Else, go to PY1.

PY1. Do you...

HOWNHOM	Own your home,	1
	Rent your home, or	2
	Have some other arrangement?	3
	REFUSED	-7
	DON'T KNOW	-8

PY2. Besides (PHONE NUMBER), do you have other telephone numbers in your household, not including cellular phones?

- HOTHNUM**
- YES 1 (GO TO PY4)
 - NO 2 (GO TO PY5)
 - NOT MY NUMBER..... 3 (GO TO PY3)
 - REFUSED -7 (GO TO PY5)
 - DON'T KNOW -8 (GO TO PY5)

PY3. [INTERVIEWER: ASK FOR AND RECORD THE TELEPHONE NUMBER REACHED. RECORD REASON FOR REACHING DIFFERENT TELEPHONE NUMBER.]

- * TELEPHONE NUMBER REACHED _____
- HOTHEXCH** AREA CODE CHANGE..... 1
 - HOTHLOCL** OTHER NUMBER IN HOUSEHOLD 2
 - HOTHAREA** ORIGINAL NUMBER IS THAT OF ANOTHER HOUSEHOLD AND NUMBER IS BEING FORWARDED TO THIS HOUSEHOLD 3
 - NEVER HEARD OF ORIGINAL NUMBER 4
 - OTHER [RECORD EXPLANATION IN COMMENTS]..... 5
 - REFUSED -7
 - DON'T KNOW -8

If PY3 = 3, go to Close2. Else, for cases where PY2 = 3 (not number dialed), ask PY2 again with new number.

PY4. How many of these additional telephone numbers are for home use, not including cellular phones?

- HNUMUSE**
- (GO TO BOX)
NUMBER
- REFUSED -7 (GO TO PY5)
 - DON'T KNOW -8 (GO TO PY5)

If PY4 > 0 (other telephone numbers for home use), go to PY6. Else, go to PY5.

PY5. Besides this phone number, do you have any telephone numbers in your household that are used for computer or fax lines?

- HOTHCELL**
- YES 1 (GO TO PY6)
 - NO 2 (GO TO BOX BEFORE PY9)
 - REFUSED -7 (GO TO BOX BEFORE PY9)
 - DON'T KNOW -8 (GO TO BOX BEFORE PY9)

PY6. How many of these additional telephone numbers are used for computer or fax lines?

HOTHCOMP

NUMBER

REFUSED -7 (GO TO BOX BEFORE PY9)
DON'T KNOW -8 (GO TO BOX BEFORE PY9)

If PY6 > 0, go to PY7. Else, go to box before PY9.

PY7. Some households have telephone numbers that are used both for talking and for computer or fax lines. (Is the number/Are any of the numbers) used for (a) computer or fax line(s) ever answered for talking?

HANSCOMP

YES 1 (GO TO NEXT BOX)
NO 2 (GO TO BOX BEFORE PY9)
REFUSED -7 (GO TO BOX BEFORE PY9)
DON'T KNOW -8 (GO TO BOX BEFORE PY9)

If PY6 = 1 (only 1 other telephone number for computer or fax), autocode PY8= 1, and go to box before PY9. Else, ask PY8.

PY8. How many computer or fax telephone numbers are also answered for talking?

HNUMANS

NUMBER

REFUSED -7
DON'T KNOW -8

If PH7 = 1, autocode PY9 = 1. Else, ask PY9.

PY9. Do you have a computer or laptop at home?

COMPHOME

YES 1
NO 2
REFUSED -7
DON'T KNOW -8

PY10. Do you have access to the Internet at home?

WEBHOME

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PY11. So that we can group households geographically, may I have your ZIP code?

HZIPCODE.

<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
ZIP CODE	
REFUSED	-7
DON'T KNOW	-8

PY12. In the past 3 years, how many times has your family moved from one home or household to another?

H3YRMOVE

<input type="text"/> <input type="text"/>	
NUMBER	
REFUSED	-7
DON'T KNOW	-8

PY13. Are there any conditions in your neighborhood that make you worried about the health or safety of ((CHILD)/any of the children in your household)?

HNEIGHB

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PY14. In the past 3 years, that is, since (DATE), has your family received benefits from Temporary Assistance for Needy Families or TANF, AFDC, or your state welfare program?

HAFDC3YR

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

<p>If PY14=2 (no TANF in past 3 years), autocode PY17a=2 and go to PY17b. Else, ask PY17a-e.</p>
--

PY17. In the past 12 months, that is since (CURRENT MONTH) of 2002, has your family received benefits from any of the following programs? How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
HTANF	a. TANF, AFDC, or your state welfare program?.....	1	2	-7	-8
HWIC	b. Women, Infants, and Children, or WIC?	1	2	-7	-8
HFOODST	c. Food Stamps?	1	2	-7	-8
HMEDIC	d. Medicaid?	1	2	-7	-8
HCHIP	e. Child Health Insurance Program or (STATE CHIP PROGRAM)?.....	1	2	-7	-8

PY19. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

HINCMRNG	\$25,000 or less, or	1 (READ SET 1)
	More than \$25,000?	2 (GO TO PY19OV)
	REFUSED	-7 (GO TO CLOSE2)
	DON'T KNOW	-8 (GO TO CLOSE2)

PY19OV. Was it ...

HINCM50K	\$50,000 or less, or	1 (READ SET 2)
	More than \$50,000?	2 (READ SET 3)
	REFUSED	-7 (GO TO CLOSE2)
	DON'T KNOW	-8 (GO TO CLOSE2)

Was it ...

HINCOME	[SET 1]	
	\$5,000 or less.....	1
	\$5,001 to \$10,000	2
	\$10,001 to \$15,000	3
	\$15,001 to \$20,000, or.....	4
	\$20,001 to \$25,000?	5
	[SET 2]	
	\$25,001 to \$30,000	6
	\$30,001 to \$35,000	7
	\$35,001 to \$40,000	8
	\$40,001 to \$45,000, or.....	9
	\$45,001 to \$50,000	10
	[SET 3]	
	\$50,001 to \$60,000,	11
	\$60,001 to \$75,000,	12
	\$75,001 to \$100,000, or.....	13
	Over \$100,000?	14
	REFUSED	-7
	DON'T KNOW	-8

Ask PY19OV2 if
(Number in HH = 1 and HINCOME < 3) or
(Number in HH = 2, 3 and HINCOME < 4) or
(Number in HH = 4 and HINCOME < 5) or
(Number in HH = 5, 6 and HINCOME < 6) or
(Number in HH = 7 and HINCOME < 7) or
(Number in HH = 8 and HINCOME < 8) or
(Number in HH >= 9 and HINCOME < 9).
Else, go to CLOSE2.

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**Adult Education for Work-Related Reasons Survey
of the 2003 National Household Education Surveys Program
(AEWR-NHES:2003)
August 22, 2002**

<u>Section</u>	<u>Page</u>
AA Initial Background.....	3
AB College or University Degree Programs for Work-Related Reasons.....	5
AC Vocational or Technical Diploma Programs for Work-Related Reasons	12
AD Apprenticeship Programs.....	18
AE Work-Related Trainings or Courses.....	23
AF Reasons for Not Participating in Work-Related Educational Activities	32
AG Work-Related Less Formal Learning Activities	34
AH Remaining Background.....	36
AI Household Characteristics	46

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NHES:2003 Adult Education for Work-Related Reasons

(8/22/02)

INTRO1. [READ IF RESPONDENT WAS NOT SCREENER RESPONDENT: Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary national study about education and training that adults take. Your responses are confidential and will be protected to the fullest extent allowable under law.]

INTRO2. The purpose of this interview is to learn about education and training that adults may take part in. We will talk about college or vocational degree programs, apprenticeships, and other kinds of courses, workshops, seminars, or training. On average, the interview takes less than 20 minutes.

Initial Background

ADLT

AA1. First, I have a few questions about your background and work experience. What is the highest grade or year of school that you completed?

IBGRADE	UP TO 8TH GRADE.....	1 (ENTER GRADE, GO TO AA3)
IBGRAD1	9TH TO 11TH GRADE.....	2 (ENTER GRADE, GO TO AA3)
IBGRAD2	12TH GRADE BUT NO DIPLOMA.....	3 (GO TO AA3)
	HIGH SCHOOL DIPLOMA/EQUIVALENT.....	4 (GO TO AA4)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	5 (GO TO AA3)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6 (GO TO AA3)
	SOME COLLEGE BUT NO DEGREE.....	7 (GO TO AA2)
	ASSOCIATE'S DEGREE (AA, AS).....	8 (GO TO AA3)
	BACHELOR'S DEGREE (BA, BS).....	9 (GO TO AA4)
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL.....	10 (GO TO AA4)
	MASTER'S DEGREE (MA, MS).....	11 (GO TO AA4)
	DOCTORATE DEGREE (PHD, EDD).....	12 (GO TO AA4)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	13 (GO TO AA4)
	REFUSED	-7 (GO TO AA3)
	DON'T KNOW	-8 (GO TO AA3)

AA2. Did you earn a vocational or technical diploma after leaving high school?

IBVOC DIP	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AA3. (Do you have/Did you later receive) a high school diploma or its equivalent, such as a GED?

IBDIPL	YES	1 (GO TO AA4)
	NO	2 (GO TO BOX BEFORE AA5)
	REFUSED	-7 (GO TO BOX BEFORE AA5)
	DON'T KNOW	-8 (GO TO BOX BEFORE AA5)

AA4. Did you complete your high school requirements through a regular high school diploma or through a GED test, (or did you go to college without earning a high school diploma)?

IBHSREQ REGULAR HIGH SCHOOL DIPLOMA... 1
 GED TEST 2
 NO HIGH SCHOOL DIPLOMA/GED 3
 OTHER..... 91
 IBHSROS/R SPECIFY _____
 REFUSED -7
 DON'T KNOW -8

If Respondent is the Screener respondent, copy S18A to AA5. Else, ask AA5.

AA5. Did you work at a job for pay or income at any time in the past 12 months?

IBWORK12 YES 1 (GO TO AA6)
 NO 2 (GO TO INTRO3)
 REFUSED -7 (GO TO INTRO3)
 DON'T KNOW -8 (GO TO INTRO3)

AA6. (Earlier you reported that you worked in the past 12 months.) Were you self-employed at any time in the past 12 months?

IBSELFEM YES 1 (GO TO AA7)
 NO 2 (GO TO AA8)
 REFUSED -7 (GO TO AA8)
 DON'T KNOW -8 (GO TO AA8)

AA7. Besides being self-employed, did you also work for another employer in the past 12 months?

IBOTHEMP YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

If AA7 = 2 (self-employed only), then autocode AA8 (number of employers) = 1 and go to INTRO3.

AA8. (Counting your self-employment as one job,) how many different employers did you work for in the past 12 months?

IBEMPNUM |_|_|
 NUMBER
 REFUSED -7
 DON'T KNOW -8

INTRO3. Now, I'd like to ask you about different kinds of work-related training or education that you may have taken during the past 12 months, that is, since (MONTH), 2002.

ADLT

College or University Degree Programs For Work-Related Reasons

If AA1 (IBGRADE) = 9 or 10 (bachelor's degree or some graduate), display a post-baccalaureate certificate. If AA1 = 11 (master's degree), display a post-baccalaureate certificate and post-master's certificate. If AA1 =12 or 13 (doctorate or professional), display a post-baccalaureate, post-master's certificate, or post-doctoral certificate.

AB1. During the past 12 months, were you enrolled in a program to earn a college or university degree, such as an associate's, bachelor's, or graduate degree(, or to earn a post-baccalaureate certificate, post-master's certificate, or post-doctoral certificate)?

- CRDEGREE**
- YES 1 (GO TO AB2)
 - NO 2 (GO TO AC1)
 - REFUSED -7 (GO TO AC1)
 - DON'T KNOW -8 (GO TO AC1)

AB2. In what types of college degree programs were you enrolled?
[CODE ALL THAT APPLY.]

- CRTYASC** ASSOCIATE'S DEGREE (AA, AS) 1
- CRTYBCH** BACHELOR'S DEGREE (BA, BS) 2
- CRTYMAS** MASTER'S DEGREE (MA, MS)..... 3
- CRTYDOC** DOCTORATE (PHD, EDD)..... 4
- CRTYPRF** PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) 5
- CRPOSBAC** POST-BACCALAUREATE CERTIFICATE 6
- CRPOSMAS** POST-MASTER'S CERTIFICATE 7
- CRPOSDOC** POST-DOCTORAL CERTIFICATE 8
- CRTYOTH** ANOTHER DEGREE OR CERTIFICATE 91
- CRTYOS/R** SPECIFY _____
- REFUSED -7
- DON'T KNOW -8

For each program reported, ask AB3 (major field of study) and AB4 (work-related reasons).

AB3. What was the major subject or field of study of your (DEGREE/CERTIFICATE) program?

- CRMAJOR/R[1-5] MAJOR FIELD OF STUDY _____
 REFUSED -7
 DON'T KNOW -8

AB4. Did you take the (DEGREE/CERTIFICATE) program in (MAJOR) for any work-related reasons, such as preparing for a career or advancing in a job or career?

- CRWRREA [1-5] YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

If two or more programs were reported, go to AB6 and ask about the program taken for work-related reasons with the highest degree level. If two or more programs at the same highest level were reported for work-related reasons, ask AB5. If only one program was reported for work-related reasons, go to AB6. If none were work-related, go to AC1.

AB5. Of the (NUMBER OF DEGREE PROGRAMS) (DEGREE/CERTIFICATE) degree programs you took for work-related reasons in the past 12 months, which one is the most recent program you were enrolled in?
 That is, [DISPLAY THE HIGHEST WORK-RELATED DEGREE PROGRAMS.]

- CRRECENT
 MOST RECENT PROGRAM NUMBER
 REFUSED -7
 DON'T KNOW -8

For The Highest Degree Program for Work-Related Reasons

CRED

AB6. (Let's talk about your (DEGREE/CERTIFICATE) program in (MAJOR).) Are you currently enrolled in the (DEGREE/CERTIFICATE) program, have you completed the program, or did you stop without completing it?

- CRCURR CURRENTLY ENROLLED..... 1
 COMPLETED..... 2
 STOPPED WITHOUT COMPLETING 3
 REFUSED -7
 DON'T KNOW..... -8

If AA5 NE 1 (not worked in the past 12 months) or AA7 = 2 (self-employed only), ask AB7a, b, e, f, and g. Else, ask all of AB7.

AB7. Did you take the (DEGREE/CERTIFICATE) program in (MAJOR) for any of the following reasons? How about ...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
CRRSSKIL	a. To maintain or improve skills or knowledge that you already had?	1	2	-7	-8
CRRSNWSK	b. To learn completely new skills or knowledge?.....	1	2	-7	-8
CRRSEMP	c. Because your employer required or recommended that you take it?.....	1	2	-7	-8
CRRSRAIS	d. To receive a promotion or pay raise?.....	1	2	-7	-8
CRRSCHNG	e. To help you change your job or career field, enter the workforce, or start your own business?.....	1	2	-7	-8
CRRSCERT	f. To get or keep a state or industry certificate or license?.....	1	2	-7	-8
CRRSOTH	g. Any other reason?.....	1	2	-7	-8
CRRSOTOS/R	SPECIFY _____				

If AB7f = 1 (took for certificate or license), go to AB7OV1. Else, go to AB8.

AB7OV1. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

CREXAM	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AB7OV3. Did you receive your certificate or license before (MONTH), 2002 or have you not received it yet?

CRCERMO	YES	1
	NO	2
	NOT YET RECEIVED	3
	REFUSED	-7
	DON'T KNOW	-8

AB8. For how many total credit hours were you enrolled in your (DEGREE/CERTIFICATE) program in the past 12 months?
[PROBE FOR UNIT.]

CRCRDHR
TOTAL CREDIT HOURS
CREDIT HOURS DO NOT APPLY TO THE
CERTIFICATE PROGRAM 99
REFUSED -7
DON'T KNOW -8

If CRCRDHR = 99, autocode CRCRUNT = -1.

CRCRUNT UNIT
SEMESTER HOURS 1
QUARTER HOURS..... 2
TRIMESTER HOURS 3
OTHER..... 91

CRCRUOS/R SPECIFY _____
REFUSED -7
DON'T KNOW -8

AB8A. Did you take any courses in the (DEGREE/CERTIFICATE) program over the Internet or World Wide Web in the past 12 months?

CRINTNET YES 1
NO 2
REFUSED -7
DON'T KNOW -8

AB9. In the past 12 months, how much of your own or your family's money did you pay for...

		<u>AMOUNT</u>	<u>REF</u>	<u>DK</u>
CRTUITON	a. Tuition and fees to attend the (DEGREE/CERTIFICATE) program?	\$ <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	-7	-8
CRMATLS	b. How much for books and other materials?	\$ <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	-7	-8

If AB9a > 0 or AB9a = -8 (paid some amount for tuition and fees) and AB9b = 0 or -8 (\$0 for books or materials), ask AB9C. Else, go to AB10.

AB9C. Did the tuition and fees also include books and other materials?

CRINCBK	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AB10. During the past 12 months, did you receive any financial support for the (DEGREE/CERTIFICATE) program that you don't have to pay back from any of the following sources? How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
CRGOVSUP	a. A local, state, or federal government?.....	1	2	-7	-8
CRUNISUP	b. Labor unions?	1	2	-7	-8
CRFNDSUP	c. Private foundations?.....	1	2	-7	-8
CRORGSUP	d. Professional or trade organizations?	1	2	-7	-8

If AB6 = 3 (stopped without completed), then autocode AB12 MONTH = 13 and go to box.

AB12. In what month and year (did you (complete/stop taking)/do you expect to complete) your (DEGREE/ CERTIFICATE) program?
 [IF DON'T KNOW, PROBE WHETHER NEVER COMPLETED OR DON'T INTEND TO COMPLETE.]

CRCOMPMM CRCOMPYY	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid black; width: 20px; height: 15px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 15px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 15px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 15px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 15px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 15px; display: inline-block;"></td> </tr> <tr> <td style="text-align: center;">MONTH</td> <td colspan="4"></td> <td style="text-align: center;">YEAR</td> </tr> </table>							MONTH					YEAR
MONTH					YEAR								
	NEVER COMPLETED	13											
	DO NOT INTEND TO COMPLETE.....	14											
	REFUSED	-7											
	DON'T KNOW	-8											

If CRCOMPMM = 13 or 14, autocode CRCOMPYY = 13 or 14, respectively.

If AA5 = 1 and AA7 NE 2 (worked in the past 12 months and not self-employed only), ask AB13. Else, go to box before AB18.

AB13. (Have you been/Were you) employed (other than your self-employment) during the time you (have been/were) taking the (DEGREE/CERTIFICATE) program?

- CRWORK**
- YES 1 (GO TO AB14)
 - NO 2 (GO TO BOX BEFORE AB19)
 - REFUSED -7 (GO TO BOX BEFORE AB19)
 - DON'T KNOW -8 (GO TO BOX BEFORE AB19)

AB14. (Are you taking/Did you take) the (DEGREE/CERTIFICATE) program at your workplace?

- CRWRKPL**
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

AB15. (Are you taking/Did you take) the (DEGREE/CERTIFICATE) program during your regular work hours?

- CRWRKHR**
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

AB16. (Are/Were) you being paid by your employer during the hours you (are/were) taking the (DEGREE/CERTIFICATE) program?

- CREMPAID**
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

AB17. Did your employer...

- | | | <u>YES</u> | <u>NO</u> | <u>REF</u> | <u>DK</u> |
|-----------------|--|------------|-----------|------------|-----------|
| CREMPTUI | a. Reimburse you or pay directly for all or part of the tuition and fees for the (DEGREE/CERTIFICATE) program? | 1 | 2 | -7 | -8 |
| CREMPMAT | b. Reimburse you or pay directly for all or part of the costs of books and other materials? | 1 | 2 | -7 | -8 |

If AA6 = 1 (self-employed in the past 12 months), go to AB18. Else, go to AB19.

AB18. Were any of the costs for tuition and fees or for books and materials paid for through your self-employed business?

CRSLFPAY	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW.....	-8

AB19. As a result of participating in the (DEGREE/CERTIFICATE) program, have you . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
CRPIMPSK	a. Improved skills and knowledge you already had?	1	2	-7	-8
CRPLRNSK	b. Learned entirely new skills?	1	2	-7	-8
CRPINCR	c. Increased your employability in the labor market?.....	1	2	-7	-8
CRPADVNC	d. Improved your ability to advance in your career?	1	2	-7	-8
CRPNEWJB	e. Gotten a new job or position, changed your career field, or started your own business?	1	2	-7	-8
CRPMONEY	f. Made more money?	1	2	-7	-8
CRPOTH	g. Anything else?.....	1	2	-7	-8
CRPOS/R	SPECIFY _____				

AC5. Of these (NUMBER OF VOC/TECH PROGRAM) work-related programs you took in the past 12 months, which one is the most recent program you were enrolled in? That is, [DISPLAY WORK-RELATED VOC/TECH PROGRAMS IN MAJOR.]

VORECENT

MOST RECENT VOC/TECH PROGRAM NUMBER
 REFUSED -7
 DON'T KNOW -8

For the Most Recent Vocational/Technical Diploma Program

AC6. (Let's talk about your (VOC/TECH) program in (MAJOR).) Are you currently enrolled in the (VOC/TECH) program, have you completed the program, or did you stop without completing it?

VOCURR

CURRENTLY ENROLLED..... 1
 COMPLETED..... 2
 STOPPED WITHOUT COMPLETING ... 3
 REFUSED -7
 DON'T KNOW -8

If AA5 NE 1 (not worked in the past 12 months) or AA7 = 2 (self-employed only), ask AC7a, b, e, f, and g. Else, ask all of AC7.

AC7. Did you take the (VOC/TECH) program in (MAJOR) for any of the following reasons? How about ...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
VORSSKIL	a. To maintain or improve skills or knowledge that you already had?	1	2	-7	-8
VORSNWSK	b. To learn completely new skills or knowledge?.....	1	2	-7	-8
VORSEMP	c. Because your employer required or recommended that you take it?.....	1	2	-7	-8
VORSRAIS	d. To receive a promotion or pay raise?.....	1	2	-7	-8
VORSCHNG	e. To help you change your job or career field, enter the workforce, or start your own business?	1	2	-7	-8
VORSCERT	f. To get or keep a state or industry certificate or license?	1	2	-7	-8
VORSOTH	g. Any other reason?.....	1	2	-7	-8
VORSOTOS/R	SPECIFY _____				

If AC7f = 1 (took for certificate or license), go to AC7OV1. Else, go to AC8.

AC7OV1. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

- VOEXAM
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

AC7OV3. Did you receive your certificate or license before (MONTH), 2002 or have you not received it yet?

- VOCERMO
- YES 1
 - NO 2
 - NOT YET RECEIVED 3
 - REFUSED -7
 - DON'T KNOW -8

AC8. For how many total credit hours or classroom instruction hours were you enrolled in your (VOC/TECH) program in the past 12 months?
[PROBE FOR UNIT.]

- VOCRCLHR
- |_|_|_|_|
 TOTAL HOURS
- REFUSED -7
 - DON'T KNOW -8

If VOCRDHR = 99, autocode VOCRUNT = -1.

- VOCRUNT
- UNIT
- SEMESTER HOURS 1
 - QUARTER HOURS 2
 - TRIMESTER HOURS 3
 - CLASSROOM INSTRUCTION HOURS 4
 - OTHER 91

- VOCRUOS/R
- SPECIFY _____
- REFUSED -7
 - DON'T KNOW -8

AC8A. Did you take any courses in the (VOC/TECH) program over the Internet or World Wide Web in the past 12 months?

- VOINTNET
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

AC9. In the past 12 months, how much of your own or your family's money did you pay for . . .

		<u>AMOUNT</u>	<u>REF</u>	<u>DK</u>
VOTUITON	a. Tuition and fees to attend the (VOC/TECH) program?	\$ _ _ _ , _ _ _ _	-7	-8
VOMATLS	b. How much for books and other materials?.....	\$ _ _ _ , _ _ _ _	-7	-8

If AC9a > 0 or AC9a = -8 (paid some amount for tuition and fees) and AC9b = 0 or -8 (\$0 for books or materials), ask AC9C. Else, go to AC10.

AC9C. Did the tuition and fees also include books and other materials?

VOINCBK	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AC10. During the past 12 months, did you receive any financial support for the (VOC/TECH) program that you don't have to pay back from any of the following sources? How about. . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
VOGOVSUP	a. A local, state, or federal government?	1	2	-7	-8
VOUNISUP	b. Labor unions?.....	1	2	-7	-8
VOFNDSUP	c. Private foundations?.....	1	2	-7	-8
VOORGSUP	d. Professional or trade organizations?.....	1	2	-7	-8

If AC6 = 3 (stopped without completed), then autocode AC12 MONTH = 13 and go to box.

AC12. In what month and year (did you (complete/stop taking)/do you expect to complete) your (VOC/TECH) program?
 [IF DON'T KNOW, PROBE WHETHER NEVER COMPLETED OR DON'T INTEND TO COMPLETE.]

VOCOMPM	_ _	_ _ _ _	
VOCOMPYY	MONTH	YEAR	
	NEVER COMPLETED	13	
	DO NOT INTEND TO COMPLETE.....	14	
	REFUSED	-7	
	DON'T KNOW	-8	

If VOCOMPM = 13 or 14, autocode VOCOMPHY = 13 or 14, respectively.

If AA5 = 1 and AA7 NE 2 (worked in the past 12 months and not self-employed only), ask AC13. Else, go to box before AC18.

AC13. (Have you been/Were you) employed (other than your self-employment) during the time you (have been/were) taking the (VOC/TECH) program?

VOWORK YES 1 (GO TO AC14)
 NO 2 (GO TO BOX BEFORE AC19)
 REFUSED -7 (GO TO BOX BEFORE AC19)
 DON'T KNOW -8 (GO TO BOX BEFORE AC19)

AC14. (Are you taking/Did you take) the (VOC/TECH) program at your workplace?

VOWRKPL YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

AC15. (Are you taking/Did you take) the (VOC/TECH) program during your regular work hours?

VOWRKHR YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

AC16. (Are/Were) you being paid by your employer during the hours you (are/were) taking the (VOC/TECH) program?

VOEMPAID YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

AC17. Did your employer...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
VOEMPTUI	a. Reimburse you or pay directly for all or part of the tuition and fees for the (VOC/TECH) program?	1	2	-7	-8
VOEMPMAT	b. Reimburse you or pay directly for all or part of the costs of books and other materials?	1	2	-7	-8

Apprenticeship Programs

ADLT

AD1. During the past 12 months, were you in a formal apprenticeship program leading to journeyman status in a skilled trade or craft?

- APPRENTI**
- YES 1 (GO TO AD2)
 - NO 2 (GO TO AE1)
 - REFUSED -7 (GO TO AE1)
 - DON'T KNOW -8 (GO TO AE1)

APPR

AD2. In what trade or craft did you apprentice?

- APTRADE/R**
- TRADE OR CRAFT _____
 - REFUSED -7
 - DON'T KNOW -8

AD3. Are you currently enrolled in the (TRADE) apprenticeship program, have you completed the program, or did you stop without completing it?

- APCURRE**
- CURRENTLY ENROLLED 1
 - COMPLETED 2
 - STOPPED WITHOUT COMPLETING 3
 - REFUSED -7
 - DON'T KNOW -8

If AA5 NE 1 (not worked in the past 12 months) or AA7 = 2 (self-employed only), go to AD4b. Else, go to AD4a.

AD4. Who (provides/provided) the program? (Is/Was) it . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
APEMPLOY	a. Your employer?	1	2	-7	-8
APUNION	b. A labor union?	1	2	-7	-8
APSTAGOV	c. The local or state government?	1	2	-7	-8
APFEDGOV	d. The federal government?	1	2	-7	-8
APOTHER	e. Anyone else?	1	2	-7	-8
APOTHEOS/R	Who (is/was) that? _____				

If AA5 NE 1 (not worked in the past 12 months) or AA7 = 2 (self-employed only), ask AD5a, b, e, f, and g. Else, ask all of AD5.

AD5. (Do/Did) you take the (TRADE) apprenticeship program for any of the following reasons? How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
APRSSKIL	a. To maintain or improve skills or knowledge that you already had?	1	2	-7	-8
APRSNWSK	b. To learn completely new skills or knowledge?.....	1	2	-7	-8
APRSEMP	c. Because your employer required or recommended that you take it?	1	2	-7	-8
APRSRAIS	d. To receive a promotion or pay raise?.....	1	2	-7	-8
APRSCHNG	e. To help you change your job or career field, enter the workforce, or start your own business?	1	2	-7	-8
APRSCERT	f. To get or keep a state or industry certificate or license?	1	2	-7	-8
APRSOTH	g. Any other reason?.....	1	2	-7	-8
APRSOTOS/R	SPECIFY _____				

If AD5f = 1 (took for certificate or license), go to AD5OV1. Else, go to AD6.

AD5OV1. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

APEXAM	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AD5OV3. Did you receive your certificate or license before (MONTH), 2002?

APCERMO	YES	1
	NO	2
	NOT YET RECEIVED	3
	REFUSED	-7
	DON'T KNOW	-8

AD6. In the past 12 months, how many total classroom instruction hours did you spend in the (TRADE) apprenticeship program?

APCLSHR	<u> </u> <u> </u> <u> </u>	
	TOTAL HOURS	
	REFUSED	-7
	DON'T KNOW	-8

If AA5 NE 1 (not worked in the past 12 months) or AD6 = 0 (no classroom instruction hour) or if AA7 = 2 (self-employed only), go to AD7A. Else, go to AD7.

AD7. (Not counting your self-employment.) (Do/Did) you take the classroom instruction for the (TRADE) apprenticeship at your workplace?

APWRKPL YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

AD7A. Did you take any instruction for your apprenticeship over the Internet or World Wide Web in the past 12 months?

APINTNET YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

AD8. In the past 12 months, how much of your own or your family's money did you pay for . . .

		<u>AMOUNT</u>	<u>REF</u>	<u>DK</u>
APTUITON	a. Tuition and fees to attend the (TRADE) apprenticeship program?	\$ _ _ _ , _ _ _ _	-7	-8
APMATLS	b. How much for books and other materials?.....	\$ _ _ _ , _ _ _ _	-7	-8

If AD8a > 0 or AD8a = -8 (paid some amount for tuition and fees) and AD8b = 0 or -8 (\$0 for books or materials), ask AD8C. Else, go to AD9.

AD8C. Did the tuition and fees also include books and other materials?

APINCBK YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

AD9. During the past 12 months, did you receive any financial support that you don't have to pay back from any of the following sources? How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
APGOVSUP	a. A local, state, or federal government?	1	2	-7	-8
APUNISUP	b. Labor unions?.....	1	2	-7	-8
APFNSUP	c. Private foundations?.....	1	2	-7	-8
APORGSUP	d. Professional or trade organizations?.....	1	2	-7	-8

If AD3= 3 (stopped without completed), then autocode AD11 MONTH = 13 and go to box.

AD11. In what month and year (did you (complete/stop taking)/do you expect to complete) the apprenticeship program?

APCOMPMM
APCOMPYY

_ _	_ _ _ _	
MONTH	YEAR	
NEVER COMPLETED 13		
DO NOT INTEND TO COMPLETE..... 14		
REFUSED -7		
DON'T KNOW -8		

If APCOMPMM = 13 or 14, autocode APCOMPYY = 13 or 14, respectively.

If AA5 = 1 and AA7 NE 2 (worked in the past 12 months and not self-employed only), ask AD12. Else, go to box before AD13.

AD12. (Not counting your self-employment,) (Did/did) your employer . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
APEMPTUI	a. Reimburse you or pay directly for all or part of the tuition and fees for the (TRADE) apprenticeship program?	1	2	-7	-8
APEMPMAT	b. Reimburse you or pay directly for all or part of the costs of books and other materials?.....	1	2	-7	-8

If AA6 = 1 (self-employed in the past 12 months), ask AD13. Else, go to AD14.

AD13. Were any of the costs for tuition and fees or for books and materials paid for through your self-employed business?

APSLFPAY	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AD14. As a result of participating in the (TRADE) apprenticeship program, have you . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
APPIMPSK	a. Improved skills and knowledge you already had?	1	2	-7	-8
APPLRNSK	b. Learned entirely new skills?	1	2	-7	-8
APPINCR	c. Increased your employability in the labor market?	1	2	-7	-8
APPADVNC	d. Improved your ability to advance in your career?	1	2	-7	-8
APPNEWJB	e. Gotten a new job or position, changed your career field, or started your own business?	1	2	-7	-8
APPMONEY	f. Made more money?	1	2	-7	-8
APPOTH	g. Anything else?	1	2	-7	-8
APPOS/R	SPECIFY _____				

Work-Related Trainings or Courses

ADLT

AE1. Now I'd like to ask you about any training, workshops, seminars, courses, or classes you took for work-related reasons in the past 12 months. This includes training or classes that had an instructor and were related to a job or career, whether or not you had a job when you took them. (Not counting the (college) (or) (vocational/technical) (or) (apprenticeship) program(s) we talked about earlier,) (Did/did) you take any work-related training, workshops, seminars, or courses in the past 12 months?

WRACTY YES 1 (GO TO AE2)
 NO 2 (GO TO AE1A)
 REFUSED -7 (GO TO AE1A)
 DON'T KNOW -8 (GO TO AE1A)

AE1A. How about training sessions, workshops, or classes on computer skills, the Internet, stress management, communication or diversity, or any other work-related skills or issues?

WRACTOTH YES 1 (GO TO AE2)
 NO 2 (GO TO AF1)
 REFUSED -7 (GO TO AF1)
 DON'T KNOW -8 (GO TO AF1)

Roster Training

AE2. Please tell me the name and general topic for each work-related training or course you have taken during the past 12 months.
 [MAY RECORD UP TO 20 COURSES.]

WRNAME[1-20]/R	TRAINING NAME _____	TOPIC _____
WRSUBJ[1-20]/R	TRAINING NAME _____	TOPIC _____
	TRAINING NAME _____	TOPIC _____
	TRAINING NAME _____	TOPIC _____
	TRAINING NAME _____	TOPIC _____
	TRAINING NAME _____	TOPIC _____

AE1B. Have you taken any other training sessions, workshops or classes on computer skills, the Internet, stress management, communication or diversity, or any other work-related skills or issues during the past 12 months?

WRVERF MATRIX CORRECT 1
 RETURN TO MATRIX 2

Sample up to 4 trainings or courses. For each sampled training or course, ask AE3-AE12.

WORK

INTRO4. Now, I'd like to talk about (some of) the trainings or courses you took in the past 12 months. That is, [DISPLAY TRAINING NAMES.]

AE3. Are you currently taking the (TRAINING NAME) (training/course/seminar), have you completed it, or did you stop without completing it?

WRCURR	CURRENTLY TAKING	1
	COMPLETED	2
	STOPPED WITHOUT COMPLETING	3
	REFUSED	-7
	DON'T KNOW	-8

AE4. What type of school, organization, or business (teaches/taught) the (training/course/seminar)?

WRPRTYP	COLLEGE/UNIVERSITY, VOCATIONAL /TECHNICAL SCHOOL	1
	ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL	2
	BUSINESS OR INDUSTRY	3
	GOVERNMENT AGENCY (FEDERAL, STATE, LOCAL)	4
	PROFESSIONAL ASSOCIATION/ORGANIZATION	5
	PUBLIC LIBRARY	6
	OTHER (RELIGIOUS, COMMUNITY ORGANIZATION, TUTOR)	91
WRPRTOS/R	SPECIFY _____	
	REFUSED	-7
	DON'T KNOW	-8

AE5. Where (do/did) you take the (TRAINING NAME) (training/course/seminar)?
[IF R REPORTS WORKPLACE, PROBE FOR TYPE OF SCHOOL, ORGANIZATION, OR BUSINESS.]

WRPRLOC	COLLEGE/UNIVERSITY, VOCATIONAL /TECHNICAL SCHOOL	1
	ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL	2
	BUSINESS OR INDUSTRY	3
	GOVERNMENT AGENCY (FEDERAL, STATE, LOCAL)	4
	PROFESSIONAL ASSOCIATION/ORGANIZATION	5
	PUBLIC LIBRARY	6
	HOME	7
	OTHER (RELIGIOUS, COMMUNITY ORGANIZATION, TUTOR)	91
WRPRLOS/R	SPECIFY _____	
	REFUSED	-7
	DON'T KNOW	-8

If AA5 NE 1 (not worked in the past 12 months) or AA7 = 2 (self-employed only), ask AE6a, b, e, f, and g. Else, ask all of AE6.

WORK

AE6. (Are you taking/Did you take) the (TRAINING NAME) (training/course/seminar) for any of the following reasons? How about...

			<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WRRSSKIL	a.	To maintain or improve skills or knowledge that you already had?	1	2	-7	-8
WRRSNWSK	b.	To learn completely new skills or knowledge?.....	1	2	-7	-8
WRRSEMP	c.	Because your employer required or recommended that you take it?.....	1	2	-7	-8
WRRSRAIS	d.	To receive a promotion or pay raise?.....	1	2	-7	-8
WRRSCHNG	e.	To help you change your job or career field, enter the workforce, or start your own business?	1	2	-7	-8
WRRSCERT	f.	To get or keep a state or industry certificate or license?	1	2	-7	-8
WRRSOTH	g.	Any other reason?.....	1	2	-7	-8
WRRSOTOS/R		SPECIFY _____				

If AE6f = 1 (took for certificate or license), go to AE6OV1. Else, go to AE7.

AE6OV1. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

WREXAM	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AE6OV3. Did you receive your certificate or license before (MONTH), 2002?

WRCERMO	YES	1
	NO	2
	NOT YET RECEIVED	3
	REFUSED	-7
	DON'T KNOW	-8

AE7. For how many total hours did you take the (TRAINING NAME) (training/course/seminar)?

WRCLSHR	____ ____ ____	
	TOTAL HOURS	
	REFUSED	-7
	DON'T KNOW	-8

WORK

AE7A. Did you take the (TRAINING NAME) (training/course/seminar) over the Internet or World Wide Web?

- WRINTNET**
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

AE8. How much of your own or your family's money did you pay for . . .

- | | | <u>AMOUNT</u> | <u>REF</u> | <u>DK</u> |
|-----------------|---|--------------------|------------|-----------|
| WRTUITON | a. Tuition and fees to attend the (TRAINING NAME) (training/course/seminar)?..... | \$ _ _ _ , _ _ _ _ | -7 | -8 |
| WRMATLS | b. How much for books and other materials?..... | \$ _ _ _ , _ _ _ _ | -7 | -8 |

If AE8a > 0 or AE8a = -8 (paid some amount for tuition and fees) and AE8b = 0 or -8 (\$0 for books or materials), ask AE8C. Else, go to AE9.

AE8C. Did the tuition and fees also include books and other materials?

- WRINCBK**
- YES 1
 - NO 2
 - REFUSED -7
 - DON'T KNOW -8

AE9. As a result of participating in the (TRAINING NAME) (training/course/seminar), have you ...

- | | | <u>YES</u> | <u>NO</u> | <u>REF</u> | <u>DK</u> |
|-----------------|---|------------|-----------|------------|-----------|
| WRPIMPSK | a. Improved skills and knowledge you already had? | 1 | 2 | -7 | -8 |
| WRPLRNSK | b. Learned entirely new skills? | 1 | 2 | -7 | -8 |
| WRPINCR | c. Increased your employability in the labor market?..... | 1 | 2 | -7 | -8 |
| WRPADVNC | d. Improved your ability to advance in your career? | 1 | 2 | -7 | -8 |
| WRPNEWJB | e. Gotten a new job or position, changed your career field, or started your own business? | 1 | 2 | -7 | -8 |
| WRPMONEY | f. Made more money? | 1 | 2 | -7 | -8 |
| WRPOTH | g. Anything else?..... | 1 | 2 | -7 | -8 |
| WRPOS/R | SPECIFY _____ | | | | |

**If AA5 NE 1 (not worked in the past 12 months),
go to AE12.**

**If AE10 = 5 or AE11 = 3 (not currently working) for any
work-related courses, autocode AE10 = 5 and go to
box before AE11.**

AE10. How useful are the skills or knowledge you learned from the (TRAINING NAME) (training/course/seminar) for your work or career? Would you say . . .

WRUSEFUL	Very useful,	1
	Useful,	2
	Somewhat useful, or	3
	Not too useful?	4
	NOT CURRENTLY EMPLOYED	5
	HAVE NOT YET USED SKILLS	6
	REFUSED	-7
	DON'T KNOW	-8

**If AE10 = 5 (not currently employed), then autocode AE11
= 3 and go to AE12. If AE10 = 6 (have not yet used skills),
then autocode AE11 = 2 and go to AE12. Else, go to
AE11.**

AE11. Have you used any of the skills or knowledge you learned from the (TRAINING NAME) (training/course/seminar) at your job or at work?

WRUSED	YES	1
	NO	2
	NOT CURRENTLY EMPLOYED	3
	REFUSED	-7
	DON'T KNOW	-8

AE12. During the past 12 months, did you receive any financial support for the (TRAINING NAME) (training/course/seminar) that you don't have to pay back from any of the following sources? How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WRGOVSUP	a. A local, state, or federal government?	1	2	-7	-8
WRUNISUP	b. Labor unions?	1	2	-7	-8
WRFNDSUP	c. Private foundations?	1	2	-7	-8
WRORGSUP	d. Professional or trade organizations?	1	2	-7	-8

For each sampled training or course, repeat AE3-AE12. If more than 4 trainings or courses were reported at AE2, go to AE13. Else, go to AE14.

AE13. We have talked about 4 trainings or courses you took in the past 12 months. The next question is about (the other (NUMBER) trainings or courses/the (TRAINING NAME) (training/course/seminar)). (Were any of the other trainings or courses/Was the (TRAINING NAME) (training/course/seminar)) ...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WROCOLL	a. Taught by a college or university?	1	2	-7	-8
WROTKCOL	b. Taken at a college or university?	1	2	-7	-8
WROWWW	c. Taken through the Internet or World Wide Web?.....	1	2	-7	-8
WROCERT	d. Taken to get or to keep a state or industry certificate or license?	1	2	-7	-8

AE14. Did you or will you receive Continuing Education Units, or CEUs for...
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE14e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WRCEU1	a. (TRAINING NAME1) (training/course/seminar)?	1	2	-7	-8
WRCEU2	b. (TRAINING NAME2) (training/course/seminar)?	1	2	-7	-8
WRCEU3	c. (TRAINING NAME3) (training/course/seminar)?	1	2	-7	-8
WRCEU4	d. (TRAINING NAME4) (training/course/seminar)?	1	2	-7	-8
WROCEU	e. (Any of) the other ((training/course(s)/seminar(s)) you took in the past 12 months?.....	1	2	-7	-8

If AA5 = 1 and AA7 NE 2 (worked in the past 12 months and not self-employed only), go to AE15. If AA7 = 2 (self-employed only), go to AE21. Else, go to AF1.

WORK

AE15. (Not counting your self-employment,) (Did/did) or does your employer provide the instruction for...
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE15e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WRPROVE1	a. (TRAINING NAME1) (training/course/seminar)?	1	2	-7	-8
WRPROVE2	b. (TRAINING NAME2) (training/course/seminar)?	1	2	-7	-8
WRPROVE3	c. (TRAINING NAME3) (training/course/seminar)?	1	2	-7	-8
WRPROVE4	d. (TRAINING NAME4) (training/course/seminar)?	1	2	-7	-8
WROPROVE	e. (Any of) the other ((training/course(s)/seminar(s)) you took in the past 12 months?.....	1	2	-7	-8

AE16. (Which of the following trainings or courses, if any,) did you take (the (TRAINING NAME)) at your workplace? (How about...)
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE16e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WRWRKPL1	a. (TRAINING NAME1) (training/course/seminar)?	1	2	-7	-8
WRWRKPL2	b. (TRAINING NAME2) (training/course/seminar)?	1	2	-7	-8
WRWRKPL3	c. (TRAINING NAME3) (training/course/seminar)?	1	2	-7	-8
WRWRKPL4	d. (TRAINING NAME4) (training/course/seminar)?	1	2	-7	-8
WROWRKPL	e. (Any of) the other ((training/course(s)/seminar(s)) you took in the past 12 months?.....	1	2	-7	-8

AE17. (Which of the following trainings or courses, if any,) did you take (the (TRAINING NAME)) during your regular work hours? (How about...)
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE17e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WRWRKHR 1	a. (TRAINING NAME1) (training/course/seminar)?	1	2	-7	-8
WRWRKHR2	b. (TRAINING NAME2) (training/course/seminar)?	1	2	-7	-8
WRWRKHR3	c. (TRAINING NAME3) (training/course/seminar)?	1	2	-7	-8
WRWRKHR4	d. (TRAINING NAME4) (training/course/seminar)?	1	2	-7	-8
WROWRKHR	e. (Any of) the other ((training/course(s)/seminar(s)) you took in the past 12 months?.....	1	2	-7	-8

WORK

AE18. (Again, not counting your self-employment,) (Were/were) you being paid by your employer during the hours you were taking...
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE18e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WREMPAI1	a. (TRAINING NAME1) (training/course/seminar)?	1	2	-7	-8
WREMPAI2	b. (TRAINING NAME2) (training/course/seminar)?	1	2	-7	-8
WREMPAI3	c. (TRAINING NAME3) (training/course/seminar)?	1	2	-7	-8
WREMPAI4	d. (TRAINING NAME4) (training/course/seminar)?	1	2	-7	-8
WROEMPAI	e. (Any of) the other ((training/course(s)/seminar(s)) you took in the past 12 months?.....	1	2	-7	-8

AE19. Did your employer reimburse you or pay directly for all or part of the tuition and fees for...
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE19Ae, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WREMPU1	a. (TRAINING NAME1) (training/course/seminar)?	1	2	-7	-8
WREMPU2	b. (TRAINING NAME2) (training/course/seminar)?	1	2	-7	-8
WREMPU3	c. (TRAINING NAME3) (training/course/seminar)?	1	2	-7	-8
WREMPU4	d. (TRAINING NAME4) (training/course/seminar)?	1	2	-7	-8
WROEMPMA	e. (Any of) the other ((training/course(s)/seminar(s)) you took in the past 12 months?.....	1	2	-7	-8

AE20. Did your employer reimburse you or pay directly for all or part of the costs of books and other materials for...
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE19Be, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WREMPMA1	a. (TRAINING NAME1) (training/course/seminar)?	1	2	-7	-8
WREMPMA2	b. (TRAINING NAME2) (training/course/seminar)?	1	2	-7	-8
WREMPMA3	c. (TRAINING NAME3) (training/course/seminar)?	1	2	-7	-8
WREMPMA4	d. (TRAINING NAME4) (training/course/seminar)?	1	2	-7	-8
WROEMPMA	e. (Any of) the other ((training/course(s)/seminar(s)) you took in the past 12 months?.....	1	2	-7	-8

If AA6 = 1 (self-employed in the past 12 months), go to AE21. Else, go to AF1.

WORK

AE21. Were any of the costs for tuition and fees or for books and materials paid for through your self-employed business for...
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE20e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WRSLFPA1	a. (TRAINING NAME1) (training/course/seminar)?	1	2	-7	-8
WRSLFPA2	b. (TRAINING NAME2) (training/course/seminar)?	1	2	-7	-8
WRSLFPA3	c. (TRAINING NAME3) (training/course/seminar)?	1	2	-7	-8
WRSLFPA4	d. (TRAINING NAME4) (training/course/seminar)?	1	2	-7	-8
WROSLFPA	e. (Any of) the other ((training/course(s)/seminar(s)) you took in the past 12 months?.....	1	2	-7	-8

Reasons for Not Participating in Work-Related Educational Activities

ADLT

AF1. These next questions are about how people feel about taking training courses for work-related reasons. In the past 12 months, did you have an interest in taking any (additional) work-related training, workshops, seminars, courses, or classes?

WNINTRST

YES 1 (GO TO AF2)
 NO 2 (GO TO BOX)
 REFUSED -7 (GO TO BOX)
 DON'T KNOW -8 (GO TO BOX)

AF2. Did your interest lead you to actually look for any information about the training, workshops, seminars, courses, or classes?

WNLOOK

YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

If AA5 NE 1 (not worked in the past 12 months), ask only AF3d and e. If AA7 = 2 (self-employed only), ask only AF3a, c, d, and e and skip AF3b. Else, ask all of AF3.

AF3. People have different ideas about taking (additional) work-related training or courses and whether or not it might be useful to them. Please tell me what you think about the following:

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WNEOUGH	a. Do you feel that you have enough training to do your job well?	1	2	-7	-8
WNSUPER	b. Do you feel that your supervisor supports or encourages you to get more training?	1	2	-7	-8
WNREQ	c. Do you think that your job or work assignment requires additional training?	1	2	-7	-8
WNFINBEN	d. Do you think there would be any financial benefit to getting additional training?	1	2	-7	-8
WNAHEAD	e. Do you think more training would help you get ahead in your job or career?	1	2	-7	-8

If AA5 NE 1 (not worked in the past 12 months) or AA7 = 2 (self-employed only), go to box before AG1. Else, go to next box.

If AB17a = 1 or AC17a = 1 or AD12a = 1 or AE19a-e = 1
(reimbursement or direct pay for tuition and fees),
then autocode AF4a = 1.

If AB17b = 1 or AC17b = 1 or AD12b = 1 or AE20a-e = 1
(reimbursement or direct pay for books and materials),
then autocode AF4b = 1.

If AB16 = 1 or AC16 = 1 or AE18a-e = 1 (paid while
taking training or courses), then autocode AF4c = 1.

If AB14 = 1 or AC14 = 1 or AD7 = 1 or AE16a-e = 1
(trainings or courses at workplace), then autocode
AF4d = 1.

AF4. Please tell me whether (your employer/any of the employers you worked for in the past 12 months) offer(s) any of the following benefits to you. How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
WNTUIT	a. Tuition reimbursement or direct tuition payment?.....	1	2	-7	-8
WNMATL	b. Reimbursement or direct payment for text books and other training materials?.....	1	2	-7	-8
WNTIME	c. Giving you time to take training while you were being paid?.....	1	2	-7	-8
WNWRKPL	d. Training, workshops, seminars, or work-related courses or classes at your workplace?.....	1	2	-7	-8

Work-Related Less Formal Learning Activities

ADLT

If AA5 NE 1 (not worked in the past 12 months), ask AG1c, d, e, and f. Else, ask all of AG1.

AG1. Up to now, we've talked about training, workshops, seminars, programs, or courses. Now I'd like to talk with you about other ways that people learn new skills or information for work-related reasons. Please tell me if you have done any of the following things related to your job or career in the past 12 months. How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
ILDEMO	a. Received on-the-job demonstrations of equipment, techniques, or procedures by a supervisor or coworker?.....	1	2	-7	-8
ILSUPTR	b. Received other supervised training or mentoring on the job?...	1	2	-7	-8
ILSELF	c. Self-paced study using books, procedures manuals, audio tapes, or videos?	1	2	-7	-8
ILCOMP	d. Self-paced study using computer-based software tutorials, including CD-ROM or from the Internet?.....	1	2	-7	-8
ILBBAG	e. Attending "brown-bag" or informal presentations?.....	1	2	-7	-8
ILCONF	f. Attending conferences, trade shows, or conventions related to your work or profession?.....	1	2	-7	-8

If any of AG1a-f = 1 (participated in informal learning activities), go to AG2. Else, go to box before AH1.

AG2. Did you (attend on-the-job demonstrations/receive the supervised training or mentoring/do self-paced study/attend the brown bag or informal presentation/attend the conferences, trade shows, or convention/do any of these things) to get or to keep a state or industry certificate or license?

ILCERT	YES	1	(GO TO AG2OV1)
	NO	2	(GO TO BOX)
	REFUSED	-7	(GO TO BOX)
	DON'T KNOW	-8	(GO TO BOX)

AG2OV1. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

ILEXAM	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AG2OV3. Did you receive your certificate or license before (MONTH), 2002?
 ILCERMO

- YES 1
- NO 2
- NOT YET RECEIVED 3
- REFUSED -7
- DON'T KNOW -8

If AA5 NE1 (not worked in the past 12 months), go to AG4. Else, go to AG3.

AG3. Did you do these less-formal learning activities during your work time, your own time, or both?

- ILTIME
- WORK TIME 1
 - OWN TIME 2
 - BOTH 3
 - REFUSED -7
 - DON'T KNOW -8

AG4. As a result of doing these less-formal learning activities during the past 12 months, have you...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
ILPIMPSK	a. Improved skills and knowledge you already had?	1	2	-7	-8
ILPLRNSK	b. Learned entirely new skills?	1	2	-7	-8
ILPINCR	c. Increased your employability in the labor market?	1	2	-7	-8
ILPADVNC	d. Improved your ability to advance in your career?	1	2	-7	-8
ILPNEWJB	e. Gotten a new job or position, changed your career field, or started your own business?	1	2	-7	-8
ILPMONEY	f. Made more money?	1	2	-7	-8
ILPOTH	g. Anything else?	1	2	-7	-8
ILPOS	SPECIFY _____				

Remaining Background

ADLT

Any background information gathered in a previous interview is not asked again.

AH1. Now, I would like to ask you a few more questions about your background. In what month and year were you born?

**ADOBMM
ADOBYY**

MONTH			YEAR			

- | | |
|------------|-------------|
| 1 JANUARY | 7 JULY |
| 2 FEBRUARY | 8 AUGUST |
| 3 MARCH | 9 SEPTEMBER |
| 4 APRIL | 10 OCTOBER |
| 5 MAY | 11 NOVEMBER |
| 6 JUNE | 12 DECEMBER |

REFUSED -7
 DON'T KNOW -8

Calculate current age for display in AH1A. If current age does not match Screener age or birth month is current month, go to AH1A. Else, go to AH2.

AH1A. That would mean that you [are (AGE)/turn (AGE) this month]. Is that right?

AAGECON

- YES 1 (GO TO AH2)
 NO 2 (RETURN TO AH1)
 REFUSED -7 (GO TO AH2)
 DON'T KNOW -8 (GO TO AH2)

AH2. Are you . . .
 [IF RESPONDENT GIVES ETHNICITY (E.G., HISPANIC), PROBE FOR RACE. IF NO RACE OR MORE THAN ONE RACE GIVEN, CODE 91.]

ARACE

- White, 1 (GO TO AH4)
 Black, 2 (GO TO AH4)
 American Indian or Alaska Native, 3 (GO TO AH4)
 Asian or Pacific Islander, or 4 (GO TO AH4)
 Some other race? 91 (GO TO AH3)
 REFUSED -7 (GO TO AH4)
 DON'T KNOW -8 (GO TO AH4)

AH3. [CODE RESPONSE IF AH2=91.]

AOTHRACE	HISPANIC/LATINO/MEXICAN/SPANISH/ PUERTO RICAN	1 (AUTOCODE AH4=1 AND GO AH5)
	MORE THAN ONE RACE/BIRACIAL/MULTIRACIAL	2 (GO TO AH4)
	OTHER.....	91 (GO TO AH4)
ARACEOS/R	SPECIFY _____	
	REFUSED	-7 (GO TO AH4)
	DON'T KNOW	-8 (GO TO AH4)

AH4. Are you of Hispanic origin?

AHISPANI	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AH5. Are you currently . . .

AMARSTAT	Married,	1 (GO TO AH6)
	Separated,	2 (GO TO BOX)
	Divorced,	3 (GO TO BOX)
	Widowed, or	4 (GO TO BOX)
	Never married?	5 (GO TO BOX)
	REFUSED	-7 (GO TO AH6)
	DON'T KNOW	-8 (GO TO AH6)

<p>If any HH member other than adult is age 16 or over, ask AH5OV. Else, go to AH6.</p>
--

AH5OV. Are you currently living with a partner?

ALIVWITH	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AH6. In what state, country, or territory were you born?

ABORNUS	ONE OF 50 STATES OR THE DISTRICT OF COLUMBIA	1
	ONE OF THE U.S. TERRITORIES (PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR SOLOMON ISLANDS)	2
ATERROS/R	SPECIFY _____	
ACONTOS/R	SOME OTHER COUNTRY	3
	SPECIFY _____	
	REFUSED	-7
	DON'T KNOW	-8

AH7. About your language background, what language do you speak most at home?

IBSPEAK	ENGLISH.....	1
	SPANISH.....	2
	ENGLISH AND SPANISH EQUALLY	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY	4
	(SPECIFY) _____	
IBSPEAOS/R	ANOTHER LANGUAGE.....	91
	(SPECIFY) _____	
	REFUSED	-7
	DON'T KNOW	-8

**If AA5 = 1 and AH7 NE 1 (worked in the past 12 months
and not speak English most at home), go to AH8.
Else, go to AH8A.**

AH8. (About your language background,) What language do you speak most at work?

ASPWRK	ENGLISH.....	1
	SPANISH.....	2
	ENGLISH AND SPANISH EQUALLY	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY	4
	(SPECIFY) _____	
ASPWRKOS/R	((ENGLISH AND) (ANOTHER LANGUAGE SPECIFIED IN AA11) (EQUALLY)).....	5
	ANOTHER LANGUAGE.....	91
	(SPECIFY) _____	
	REFUSED	-7
	DON'T KNOW	-8

AH8A. What is the highest grade or year of school that your mother completed?

AMOMGRD	NO SCHOOL.....	1
	LESS THAN HIGH SCHOOL DIPLOMA.....	2
	HIGH SCHOOL DIPLOMA/EQUIVALENT.....	3
	SOME COLLEGE BUT NO DEGREE.....	4
	ASSOCIATE'S DEGREE (AA, AS)	5
	BACHELOR'S DEGREE (BA, BS).....	6
	MASTER'S DEGREE (MA, MS).....	7
	DOCTORATE DEGREE (PHD, EDD).....	8
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	9
	REFUSED	-7
	DON'T KNOW	-8

AH8B. What is the highest grade or year of school that your father completed?

ADADGRD	NO SCHOOL.....	1
	LESS THAN HIGH SCHOOL DIPLOMA.....	2
	HIGH SCHOOL DIPLOMA/EQUIVALENT.....	3
	SOME COLLEGE BUT NO DEGREE.....	4
	ASSOCIATE'S DEGREE (AA, AS).....	5
	BACHELOR'S DEGREE (BA, BS).....	6
	MASTER'S DEGREE (MA, MS).....	7
	DOCTORATE DEGREE (PHD, EDD).....	8
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	9
	REFUSED.....	-7
	DON'T KNOW.....	-8

**If AA5 NE 1 (not worked in the past 12 months),
autocode AH13 = 2 and AH14 = 2 and go to box before
AH12. Else, go to AH13.**

AH13. During the past week, did you work at a job for pay or income?

IBWORK	YES.....	1 (GO TO AH18)
	NO.....	2 (GO TO AH14)
	RETIRED.....	3 (GO TO AH12)
	DISABLED/UNABLE TO WORK.....	4 (GO TO AH12)
	REFUSED.....	-7 (GO TO AH14)
	DON'T KNOW.....	-8 (GO TO AH14)

AH14. Were you on leave or vacation from a job during the past week?

IBLEAVE	YES.....	1 (GO TO AH18)
	NO.....	2 (GO TO BOX BEFORE AH12)
	REFUSED.....	-7 (GO TO BOX BEFORE AH12)
	DON'T KNOW.....	-8 (GO TO BOX BEFORE AH12)

AH18. About how many total hours per week do you usually work for pay or income?
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

PAYHRS	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
	WEEKLY HOURS	
	REFUSED.....	-7
	DON'T KNOW.....	-8

If AA5 NE 1 (not worked in the past 12 months), then autocode AH12 = 0 and go to AH15. Else, go to AH12.

AH12. In the past 12 months, how many months have you worked for pay or income?

IBWORKMO

|_|_|
MONTHS

REFUSED -7
DON'T KNOW -8

If AH13 = 1 (worked last week) or AH14 = 1 (on leave or vacation), go to AH19. Else if AH13 = 3 (retired), then autocode AH17 = 3 and go to AH19. Else if AH13 = 4 (unable to work), then autocode AH17 = 5 and go to AH19. Else, go to AH15.

AH15. Have you been actively looking for work in the past 4 weeks?

JOBLOOK

YES 1 (GO TO AH16)
NO 2 (GO TO AH17)
REFUSED -7 (GO TO AH17)
DON'T KNOW -8 (GO TO AH17)

AH16. What have you been doing in the past 4 weeks to find work? Have you...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
JOBAGN	Checked with an employment agency?	1	2	-7	-8
JOBEMPL	Checked with an employer directly or sent a resume?	1	2	-7	-8
JOBREL	Checked with friends or relatives?	1	2	-7	-8
JOBANSAD	Placed or answered job ads?	1	2	-7	-8

If all of AH16a-d NE 1 (not actively looking for work), go to AH17. Else, go to box after AH17.

AH17. What were you doing most of last week? Would you say . . .

JOBACTY	Keeping house or caring for children or other dependents,	1
	Going to school,	2
	Retired,	3
	Volunteering,	4
	Unable to work, or	5
	Something else?	91
JOBACTOS/R	What was that? _____	
	REFUSED	-7
	DON'T KNOW	-8

If AH12 = 0 (not worked for all 12 months), then go to AH9. Else, go to AH19.

AH9. Have you ever worked at a job for pay or income?

JOBEVER	YES	1 (GO TO AH10)
	NO	2 (GO TO AH11)
	REFUSED	-7 (GO TO AH11)
	DON'T KNOW	-8 (GO TO AH11)

AH10. In what year did you last work for pay or income?

JOBLSTYY	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table> YEAR					
	REFUSED	-7				
	DON'T KNOW	-8				

AH11. Do you plan to work at a job for pay or income in the next year?

JOBNXTYR	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

Go to AH28.

AH19. For whom (do/did) you work (at your longest job during the past 12 months) and what kind of business or industry (is/was) this?

[EMPLOYER PROBE: Name of the company, business, organization, or other employer.]

[BUSINESS/INDUSTRY PROBE: For example, TV and radio manufacturing, retail shoe store, state labor department, or farm.] [IF MORE THAN ONE JOB, COLLECT JOB WHERE R WORKS MOST HOURS.]

EMPLNAME/R INDUSTRY/R	NAME OF COMPANY _____	
	TYPE OF INDUSTRY _____	
	REFUSED	-7
	DON'T KNOW	-8

<p>If AA7 = 1 (self-employed in the past 12 months), go to AH20. Else, go to AH21.</p>

AH20. [IS THIS RESPONDENT'S OWN BUSINESS?]

AOWNBUS	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AH21. What kind of work (are/were) you doing and what (are/were) your most important activities or duties?

[JOB PROBE: For example, electrical engineer, stock clerk, typist, or farmer]

[IMPORTANT DUTY PROBE: For example, typing, keeping account books, filing, selling cars, operating printing press, or finishing concrete.]

[IF MORE THAN ONE JOB, COLLECT JOB WHERE R WORKS MOST HOURS.]

PROFESSN/R DUTIES/R	KIND OF WORK _____	
	IMPORTANT DUTY _____	
	REFUSED	-7
	DON'T KNOW	-8

<p>If AA8 > 1 (more than 1 employer) and (AH13 = 1 or AH14 = 1) (worked last week or on leave or vacation), then go to AH22. Else go to AH23.</p>

AH22. Do you currently work for (EMPLOYER/your business)?

CUREMP	YES	1
	NO	2
	REFUSED	-7
	DON'T KNOW	-8

AH23. About how many years (have you worked/did you work) for (EMPLOYER/your business)?
 [IF LESS THAN ONE YEAR, ENTER "1."]

CUREMPYR

____|____|____|____|
 TOTAL YEARS

REFUSED -7
 DON'T KNOW -8

If AH13 = 3 (retired) or AH17 = 3 (retired), then go to AH24. Else, go to AH23A.

AH23A. Do you plan to leave the workforce or retire in the next year?

RETIREYR

YES 1
 NO 2
 REFUSED -7
 DON'T KNOW -8

AH24. Counting all the locations where (EMPLOYER/your business) operates, what is the total number of persons who work for (EMPLOYER/your business)? Would you say . . .

NUMPEEP

Under 10 people, 1
 10 to 24, 2
 25 to 99, 3
 100 to 499, 4
 500 to 999, or 5
 More than 1,000 people? 6
 REFUSED -7
 DON'T KNOW -8

AH30. Are you currently a member of a labor union or of a labor organization?

LABUNION

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

AH31. Are you currently covered by a union contract or a collective bargaining agreement?

UNIONCON

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

AH32. Have you ever heard of . . .

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
GILIFE	a. The Lifetime Learning tax credit?	1	2	-7	-8
GIHOPE	b. The HOPE tax credit?	1	2	-7	-8

If AH32 = 1 (heard of Lifetime Learning tax credit) and R is a participant (AB1 = 1 OR AC1 = 1 OR AD1 = 1 OR OR AE1 = 1), go to AH33. Else, go to box before AH34.

AH33. Did you or will you use the Lifetime Learning tax credit for any courses you have taken in the past 12 months?

GILIFUS

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

If AH32 = 1 (heard of HOPE tax credit) and R is a participant (AB1 = 1 OR AC1 = 1 OR AD1 = 1 OR OR AE1 = 1), go to AH34. Else, go to box before HHINTRO.

AH34. Did you or will you use the HOPE tax credit for any courses you have taken in the past 12 months?

GIHOPUS

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Household Characteristics

HOME

The following questions are asked only once per household.

HHINTRO. Now, a few questions about your household.

AI1. Do you . . .

- HOWNHOM**
- Own your home,..... 1
 - Rent your home, or 2
 - Have some other arrangement? 3
 - REFUSED -7
 - DON'T KNOW -8

AI2. Besides (PHONE NUMBER), do you have other telephone numbers in your household, not including cellular phones?

- HOTHNUM**
- YES 1 (GO TO AI4)
 - NO 2 (GO TO AI5)
 - NOT MY NUMBER..... 3 (GO TO AI3)
 - REFUSED -7 (GO TO AI5)
 - DON'T KNOW -8 (GO TO AI5)

AI3. [INTERVIEWER: ASK FOR AND RECORD THE TELEPHONE NUMBER REACHED. RECORD REASON FOR REACHING DIFFERENT TELEPHONE NUMBER.]

* TELEPHONE NUMBER REACHED _____

- HOTHAREA** AREA CODE CHANGE..... 1
- HOTHEXCH** OTHER NUMBER IN HOUSEHOLD 2
- HOTHLOCL** ORIGINAL NUMBER IS THAT OF ANOTHER HOUSEHOLD AND NUMBER IS BEING FORWARDED TO THIS HOUSEHOLD 3
- NEVER HEARD OF ORIGINAL NUMBER 4
- HOTHREAS** OTHER [RECORD EXPLANATION IN COMMENTS]..... 5
- REFUSED -7
- DON'T KNOW -8

If AI3 = 3, go to CLOSE. Else, for cases where AI2 = 3 (not number dialed), ask AI2 again with new number.

AI8. How many computer or fax telephone numbers are also answered for talking?

HNUMANS

NUMBER

REFUSED -7
DON'T KNOW -8

AI9. Do you have a computer or laptop at home?

COMPHOME

YES 1
NO 2
REFUSED -7
DON'T KNOW -8

AI10. Do you have access to the Internet at home?

WEBHOME

YES 1
NO 2
REFUSED -7
DON'T KNOW -8

AI11. So that we can group households geographically, may I have your ZIP code?

HZIPCODE

ZIP CODE

REFUSED -7
DON'T KNOW -8

**If annual salary is \$50,000 or more (AH25-EARNAMT >= 50,000 and EARNUNT = 6) and worked all 12 months (IBWORKMO = 12), autocode AI19 = 2 and go to AI19OV.
Else, go to AI19.**

AI19. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

HINCMRNG	\$25,000 or less, or	1 (READ SET 1)
	More than \$25,000?	2 (GO TO AI19OV)
	REFUSED	-7 (GO TO CLOSE)
	DON'T KNOW	-8 (GO TO CLOSE)

AI19OV. Was it ...

HINCM50K	\$50,000 or less, or	1 (READ SET 2)
	More than \$50,000?	2 (READ SET 3)
	REFUSED	-7 (GO TO CLOSE)
	DON'T KNOW	-8 (GO TO CLOSE)

Was it ...

HINCOME	[SET 1]	
	\$5,000 or less	1
	\$5,001 to \$10,000	2
	\$10,001 to \$15,000	3
	\$15,001 to \$20,000, or	4
	\$20,001 to \$25,000?	5
	[SET 2]	
	\$25,001 to \$30,000	6
	\$30,001 to \$35,000	7
	\$35,001 to \$40,000	8
	\$40,001 to \$45,000, or	9
	\$45,001 to \$50,000	10
	[SET 3]	
	\$50,001 to \$60,000,	11
	\$60,001 to \$75,000,	12
	\$75,001 to \$100,000, or	13
	Over \$100,000?	14
	REFUSED	-7
	DON'T KNOW	-8

**NHES:2003 Adult Education for Work-Related Reasons
Reinterview
(7/25/02)**

RE_INTRO. Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. Recently, you completed an interview for a research study about participation in education and training. For quality control purposes, we are calling a small number of people to reask a few of the questions. This usually takes about 5 minutes or less. Your responses are confidential and will be protected to the fullest extent allowable under law.

If R was a participant in work-related courses in the original interview, go to next box. Else, go to RE6.

Reasons for Participation/Outcomes of Participation

Check R's first sampled work-related course from the original interview. If R was currently taking the course, ask RE1. Else, go to box after RE1.

RE1. I'd like to ask you about the (TRAINING NAME) (training/course/seminar) you told us about during the interview a few weeks ago. Are you currently taking the (TRAINING NAME) (training/course/seminar), have you completed it, or did you stop without completing it? [DISPLAY THE FIRST SAMPLED WORK-RELATED COURSE SAMPLED FROM THE ORIGINAL INTERVIEW.]

- RECURR
- CURRENTLY TAKING 1
 - COMPLETED 2
 - STOPPED WITHOUT COMPLETING.... 3
 - REFUSED..... -7
 - DON'T KNOW..... -8

If R did not work in the past 12 months in the original interview (IBWORK12 NE1), ask RE2a, b, e, f, and g. If R was self-employed only in the original interview (IBOTHEMP = 2), skip RE2c and d. Else, ask all of RE2.

RE2. (Are you taking/Did you take) the (TRAINING NAME) (training/course/seminar) for any of the following reasons? How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
RERSSKIL	a. To maintain or improve skills or knowledge that you already had?	1	2	-7	-8
RERSNWSK	b. To learn completely new skills or knowledge?	1	2	-7	-8
RERSEMP	c. Because your employer required or recommended that you take it?.....	1	2	-7	-8
RERSRAIS	d. To receive a promotion or pay raise?	1	2	-7	-8
RERSCHNG	e. To help you change your job or career field, enter the workforce, or start your own business?.....	1	2	-7	-8
RERSCERT	f. To get or keep a state or industry certificate or license?.....	1	2	-7	-8
RERSOTH	g. Any other reason?	1	2	-7	-8
RERSOTOS	SPECIFY _____				

RE3. As a result of participating in the (TRAINING NAME) (training/course/seminar), have you ...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
REPIMPSK	a. Improved skills and knowledge you already had?	1	2	-7	-8
REPLRNSK	b. Learned entirely new skills?.....	1	2	-7	-8
REPINCR	c. Increased your employability in the labor market?	1	2	-7	-8
REPADVNC	d. Improved your ability to advance in your career?.....	1	2	-7	-8
REPNEWJB	e. Gotten a new job or position, changed your career field, or started your own business?.....	1	2	-7	-8
REPMONEY	f. Made more money?	1	2	-7	-8
REPOTH	g. Anything else?	1	2	-7	-8
REPOTOS	SPECIFY _____				

If R did not work in the past 12 months in the original interview (IBWORK12 NE1), go to RE6. Else, go to RE4.

RE4. How useful are the skills or knowledge you learned from the (TRAINING NAME) (training/course/seminar) for your work or career? Would you say ...

REUSEFUL	Very useful,.....	1
	Useful,.....	2
	Somewhat useful, or.....	3
	Not too useful?.....	4
	NOT CURRENTLY EMPLOYED.....	5
	HAVE NOT YET USED SKILLS.....	6
	REFUSED.....	-7
	DON'T KNOW.....	-8

If RE4 = 5 (not currently employed), then autocode RE5 = 3 and go to RE6. If RE4 = 6 (have not yet used skills), then autocode RE5 = 2 and go to RE6. Else, go to RE5.

RE5. Have you used any of the skills or knowledge you learned from the (TRAINING NAME) (training/course/seminar) at your job or at work?

- REUSED**
- YES..... 1
 - NO..... 2
 - NOT CURRENTLY EMPLOYED..... 3
 - REFUSED..... -7
 - DON'T KNOW..... -8

Factors Associated with Participation/Nonparticipation

RE6. These next questions are about how people feel about taking training courses for work-related reasons. In the past 12 months, did you have an interest in taking any (additional) work-related training, workshops, seminars, courses, or classes?

- REINTRST**
- YES..... 1 (GO TO AF2)
 - NO..... 2 (GO TO BOX)
 - REFUSED..... -7 (GO TO BOX)
 - DON'T KNOW..... -8 (GO TO BOX)

RE7. Did your interest lead you to actually look for any information about the training, workshops, seminars, courses, or classes?

- RELOOK**
- YES..... 1
 - NO..... 2
 - REFUSED..... -7
 - DON'T KNOW..... -8

If R did not work in the past 12 months (IBWORK12 NE 1) in the original interview, ask only RE8d and e. If R was self-employed only (IBOTHEMP = 2) in the original interview, ask only RE8a, c, d, and e and skip RE8b. Else, ask all of RE8.

RE8. People have different ideas about taking (additional) work-related training or courses and whether or not it might be useful to them. Please tell me what you think about the following:

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
REENOUGH	a. Do you feel that you have enough training to do your job well?.....	1	2	-7	-8
RESUPER	b. Do you feel that your supervisor supports or encourages you to get more training?.....	1	2	-7	-8
REREQ	c. Do you think that your job or work assignment requires additional training?.....	1	2	-7	-8
REFINBEN	d. Do you think there would be any financial benefit to getting additional training?.....	1	2	-7	-8
REAHEAD	e. Do you think more training would help you get ahead in your job or career?.....	1	2	-7	-8

If R did not work in the past 12 months (IBWORK12 NE 1) or R was self-employed only (IBOTHEMP = 2) in the original interview, go to RE_CLOSE. Else, go to RE9.

RE9. Please tell me whether (your employer/any of the employers you worked for in the past 12 months) offer(s) any of the following benefits to you. How about...

		<u>YES</u>	<u>NO</u>	<u>REF</u>	<u>DK</u>
RETUIT	a. Tuition reimbursement or direct tuition payment.....	1	2	-7	-8
REMATL	b. Reimbursement or direct payment for text books and other training materials.....	1	2	-7	-8
RETIME	c. Giving you time to take training while you were being paid.....	1	2	-7	-8
REWRKPL	c. Training, workshops, seminars, or work-related courses or classes at your workplace.....	1	2	-7	-8

New Questions for Analysis of Differences in Response

If R was employed at the time of the original interview (IBWORK = 1 or IBLEAVE = 1) go to RE10. Else go to box after RE15.

RE10. A couple of more questions about your employment status. Do you still work for the same employer that you had when we spoke to you a few weeks ago?

RECHGEMP	YES.....	1 (GO TO RE11)
	NO.....	2 (GO TO RE14)
	REFUSED.....	-7 (GO TO RE14)
	DON'T KNOW.....	-8 (GO TO RE14)

RE11. Are you working for the same manager or supervisor, or do you have a new one?
[IF NO MANAGER/SUPERVISOR, CODE 3]

RECHGEMP

SAME MANAGER/SUPERVISOR..... 1
DIFFERENT MANAGER/SUPERVISOR 2
DOES NOT APPLY 3
REFUSED.....-7
DON'T KNOW.....-8

RE12. Are you still working in the same job or position with that employer, or do you have a new position?

RECHGJOB

SAME JOB/POSITION 1 (GO TO CLOSE)
DIFFERENT JOB/POSITION 2 (GO TO RE13)
REFUSED.....-7 (GO TO RE13)
DON'T KNOW.....-8 (GO TO RE13)

RE13. Is your new job in the same occupation or field as when we last spoke with you, even if it's at a different level?

RESAMFLD

SAME JOB/POSITION 1 (GO TO CLOSE)
DIFFERENT JOB/POSITION 2 (GO TO CLOSE)
REFUSED.....-7 (GO TO CLOSE)
DON'T KNOW.....-8 (GO TO CLOSE)

RE14. Are you now working at a new job for pay or income?

RENEWJOB

YES..... 1 (GO TO RE15)
NO..... 2 (GO TO CLOSE)
REFUSED.....-7 (GO TO CLOSE)
DON'T KNOW.....-8 (GO TO CLOSE)

RE15. Is your new job in the same occupation or field as when we last spoke with you, even if it's at a different level?

REJOBFLD

YES..... 1 (GO TO RE_CLOSE)
NO..... 2 (GO TO RE_CLOSE)
REFUSED.....-7 (GO TO RE_CLOSE)
DON'T KNOW.....-8 (GO TO RE_CLOSE)

If R was not working at the time of the original interview (IBWORK = (2, -7, -8) and IBLEAVE= (2, -7, -8) and respondent was not retired or unable to work (JOBACTY NE 3, 5) then go RE16. Else, go to RE_CLOSE.

RE16. Have you started a new job for pay or income since we last spoke with you?

RENOWWRK

YES..... 1 (GO TO RE_CLOSE)
NO..... 2 (GO TO RE_CLOSE)
REFUSED..... -7 (GO TO RE_CLOSE)
DON'T KNOW..... -8 (GO TO RE_CLOSE)

RE_CLOSE. Those are all the questions I have. Thank you once again for your time.

MEMORANDUM

TO: Chris Chapman

FROM: Kwang Kim
Mary Hagedorn
Jill Montaquila

SUBJECT: AEWReinterview Plan
02-30

July 25, 2002

This memorandum presents our proposed plan for the NHES:2003 reinterview for the Adult Education for Work-Related Reasons (AEWR) Survey.

Reinterview Program

The objective of data quality activities is to gain a better understanding of the responses to the interviews and to inform future designs. A data quality activity that has been a frequent feature of the NHES program is the conduct of blind reinterviews. The specific goals of the AEWReinterview are as follows:

- To identify questionnaire items that are not reliable;
- To quantify the magnitude of the response variance for groups of selected items collected from the same respondent at two different times; and
- To provide feedback to improve the design of questionnaire items for future surveys.

Reinterview Procedures

The reinterview will take about 5 minutes to administer. We will begin making calls for the reinterviews 2 to 3 weeks after the full-scale data collection begins. The basic framework of the reinterview program is as follows:

- A random subsample of the respondents to the original extended interviews will be drawn.¹
- About 2 to 3 weeks after the initial interview, respondents will be called and asked a short series of items corresponding to those from the original interview. This time frame is long enough that respondents are not likely to recall specifically most of their answers in the original interview, but is not so long that the activities that are the primary focus of the interview are likely to have changed a great deal.

¹To reduce the burden on households and avoid any negative effect on the response rates for the full extended interviews, some exceptions will be made to the random sampling of reinterview respondents. See information about sampling on page 3.

- The interviewer will have no knowledge of the initial answers to the selected questions.
- After the reinterview questions are completed, we will ask a small number of questions about changes in employment status that may help to explain discrepancies.
- The results of the reinterview will be used to estimate response variability of the items and inform analysts and future NHES administrations.

The use of reconciliation items is an issue that has been considered for each of the NHES reinterviews. In some surveys, it is assumed that reconciliation results in more accurate responses so that the net difference rate computed using the original and the reconciled responses is a valid estimate of response bias. Brick and West (1992) and Brick, *et al.* (1994) found that there was little empirical support for this assumption, even for reconciled data. In addition, such items tend to be costly. Rather than using reconciliation items, the followup questions proposed above will be used to gather information on possible reasons for discrepancies.

Criteria for Reinterview Items

The criteria upon which the item recommendations are based include the following:

- **Key statistics:** The first consideration in the selection of items for the reinterviews is the inclusion of key statistics of interest, that is, items that are central to some of the planned analyses from the survey. We anticipate that reasons for and outcomes of participation and the usefulness of work-related activities will be key items of interest to analysts. Other key items in the AEWB pertain to participation, but these have been addressed in past investigations.
- **Flow requirements:** Some items are required to ensure smooth flow of the reinterview, appropriate displays within questions, and appropriate administration of skip patterns.
- **Items with potential problems:** The results of the reinterview for the AE-NHES:1995 indicated high response variance for items associated with barriers to participation. The inclusion of items concerning factors associated with participation or nonparticipation was suggested by these findings.
- **Prior reinterview inclusion:** Items that have been tested in prior NHES reinterviews will be excluded. For example, the AE-NHES:1995 reinterview, and a related bias study, examined items concerning participation and the time frame of reported courses.

Reinterview Items

We recommend including the following questionnaire items in the AEWB reinterview:

Reasons for Participation. Items concerning reasons for participation are being asked in a different way in AEWB than in previous NHES surveys related to adult education activities. Those adults who participate in work-related educational activities are asked about their reasons for participation, and all pertinent reasons are recorded (main reason was used in some prior AE surveys). We propose to select adults who participate in work-related courses and ask item AE6 about the first course reported in the original interview. We do

not propose to select participants in college, vocational, or apprenticeship programs for the testing of this question, because the numbers of adults participating in each of those activities will be relatively small.

Outcomes of Participation. The items concerning outcomes of participation in work-related education activities are new to the NHES and therefore have not been tested in a previous reinterview. We propose to take the same approach as for the reasons item noted above. That is, we propose to ask participants in work-related courses question AE9 about the first work-related course reported in the original interview.

Usefulness of Work-Related Courses. Two new questions in AEWB concern the usefulness of skills or knowledge learned in work-related courses. Item AE10 asks the respondent to rate the usefulness of the course, and item AE11 asks whether the respondent has used the skills or knowledge on the job. Again, we propose to ask these questions about the first reported work-related course.

Factors Associated with Participation/Nonparticipation. Section AF of the AEWB interview is a new approach to examining factors associated with participation in AEWB. Items concerning barriers in a prior administration (AE-NHES:1995) were found to have high response variance. Using a new approach that was developed for AEWB, this section examines the respondents' perceptions of their need for work-related education and training and its potential benefits to them. These items have not undergone reliability testing. This section of the AEWB interview will be administered to both participants and nonparticipants.

Sampling

Respondents will be sampled for reinterviews weekly on a flow basis, beginning about 2 to 3 weeks after starting the full-scale data collection. Bailer (1968) discusses how the time between the interview and reinterview might influence the estimates. As noted previously, this time frame is long enough that respondents are not likely to recall specifically most of their answers in the original interview, but is not so long that the issues and experiences that are the primary focus of the reinterview are likely to have changed a great deal.

The reinterview sample will be randomly selected, guided by the criteria specified below.

- Only interviews with participants in work-related courses and with nonparticipants in any formal work-related educational activities will be eligible for sampling.²
- Only one reinterview will be conducted in a given household.
- No case will be sampled for a reinterview until all of the sampled and eligible AEWB and PFI interviews in the household are completed.
- Only interviews that were conducted in English will be eligible for reinterview sampling.
- There will be no callbacks made for the purpose of refusal conversion.

We propose to complete 1,000 reinterviews for the AEWB. As noted above, some items of interest pertain to participants in work-related courses, and others pertain to both participants and nonparticipants. In order to have sufficient numbers of cases for analysis, we propose to use unequal probabilities of selection to

² Nonparticipants sampled for the reinterview may have participated in work-related informal learning activities.

select equal numbers of work-related course participants and AEWB nonparticipants. Thus, the sample will include 500 participants in work-related courses and 500 nonparticipants. This design will yield 500 responses for the reasons, outcomes, and usefulness questions and 1,000 responses for the items concerning factors associated with participation/nonparticipation.

Reinterview Instrument

Attached to this plan is a draft of the reinterview questionnaire. This instrument includes two paths: one for participants in work-related courses and one for nonparticipants in any AEWB activities. The participant path includes the items on reasons, outcomes, usefulness, and factors associated with participation/nonparticipation. The nonparticipant path includes only the factors associated with nonparticipation.

CATI Application

CATI programming for the reinterview will begin once the applications for the Screener, AEWB, and PFI have been finalized. The reinterview CATI application will be delivered to NCES in early December, 2002. All changes or corrections to the system will be made at least 3 weeks prior to the training for the reinterviews, which is tentatively scheduled for the week of January 20, 2003.

Interviewers

About twenty interviewers will be selected to conduct the reinterviews. We will hold a special training session following the completion of all regular interviewer training. Only those specially trained interviewers will be assigned to conduct reinterviews.

Data Analysis and Report

Task deliverables for the AEWB reinterview are as follows:

An analysis plan for the reinterview report will be prepared and submitted to NCES for review. Revisions will be made based on that review.

Reinterview Analysis Methods

Several statistics have been developed to assess the reliability of reporting using reinterview data. The two statistics proposed for the AEWB reinterview analysis are the gross difference rate and the net difference rate. These statistics were used in previous NHES reinterview reports (Brick and West, 1992; Brick, Rizzo, and Wernimont, 1995) and are well documented in the reinterview literature (Hansen, Hurwitz, and Pritzker, 1964; Biemer and Stokes, 1991; U.S. Bureau of the Census, 1985).

For dichotomous response variables, the gross difference rate measures the proportion of questions with different responses in the two administrations of the interview. Thus, it is an estimate of the reliability or consistency of reporting. The net difference rate takes account of offsetting misclassifications.

Since the goal of this analysis is to provide estimates of response variability of the national estimates, the probability of selection for the interviews and the other weighting adjustments are included in the analysis. The sample weight associated with each completed reinterview will be adjusted to account for the differential sampling of participants and nonparticipants employed in the reinterview. The replicate weights used to compute the sampling errors of the estimates will also be adjusted in this manner so that the appropriate sampling errors can be computed using jackknife methods.

Table 1 shows the general format of the possible reporting outcomes from the original interviews and reinterviews when the question has only two possible values. From tables formatted in this fashion, it is possible to estimate several features of the consistency of the reporting between the original survey and the reinterview. For example, the off-diagonal cells estimate the responses that were reported differently in the original interview and the reinterview.

Table 1.—General format of interview-reinterview results

Reinterview	Original interview		Total
	Number of cases with characteristic	Number of Cases without Characteristic	
Number of cases with a characteristic	a	b	a + b
Number of cases without a characteristic	c	d	c+d
Total	a + c	B + d	n = a + b + c + d

Gross Difference Rate

The gross difference is equal to the weighted number of cases reported differently in the original interview and the reinterview. The gross difference rate is the weighted ratio of the gross difference divided by the estimated total number of cases. The gross difference rate is:

$$G = \frac{1}{\sum_1^n w_i} \sum_1^n w_i \{x_{1i} - x_{2i}\}^2 \tag{1.1}$$

where x_{1i} is the response to the original interview for case i ;
 x_{2i} is the response to the reinterview for case i ; and
 w_i is the full sample weight for case i described in the previous section.

For characteristics that have exactly two possible outcomes, the gross difference rate, expressed as a percentage, can be written using the terms from Table 1 as

$$G = 100 \frac{b+c}{n} \tag{1.2}$$

This can easily be seen to be a special case of (1.1) where the x_i terms only take on the values of 0 or 1. For binary data, it is clear from (1.2) that the gross difference rate is an estimate of the percentage of cases not reported the same in both interviews, i.e., those falling in the off-diagonal cells. The gross difference rate divided by 2 is a measure of the response variance. Forsman and Schreiner (1991) show that this is an unbiased estimate of response variance if the observations are independent and identically distributed. The response variance is defined as the variation associated with the responses to the same question when the survey is repeated under the same general conditions. For nominal variables, neither (1.1) nor (1.2) can be used to compute the gross difference rate because the values assigned to the levels of the characteristic are not scaled. In prior NHES reinterview analyses, recoding of polychotomous variables into binary variables was used in the calculation of gross difference rates for some variables. We anticipate that such an approach may be also be useful for the AEW analysis and will consider this in the development of the analysis plan.

Net Difference Rate

The net difference rate can be defined for characteristics that are binary or continuous. The net difference rate for a continuous variable is given by

$$N = \frac{1}{\sum_1^n w_1} \sum_1^n w_i \{x_{1i} - x_{2i}\} \quad (1.3)$$

where the variables are defined as in (1.1). The net difference rate is thus the average difference between the original and reinterview responses.

For the binary case, the net difference is the difference between the weighted number of cases with a characteristic as reported in the original interview and the weighted number of cases in the reinterview. That is, $(a + c) - (a + b) = c - b$, using the terms in Table 1. Thus, a positive net difference rate indicates that more adults reported having the characteristic in the original interview than in the reinterview. While the gross difference includes differences in both directions, the net difference is the nonoffsetting part of the gross difference. Written as a percentage, the net difference rate is:

$$N = 100 \frac{c - b}{n} \quad (1.4)$$

If the reinterview response is the "true" value, or at least a better approximation to the true value, then the net difference rate is a measure of the bias of the estimate. In some surveys, it is assumed that reconciliation results in more accurate responses so that the net difference rate computed using the original and the reconciled responses is a valid estimate of response bias. Brick and West (1992) and Brick, *et al.* (1994) found that there was little empirical support for this assumption, even for reconciled data.

The net difference rate computed from the original and reinterview data can be used to evaluate one of the assumptions associated with the gross difference rate. If the reinterview is an independent replication of the original interview, then the gross difference rate is a valid measure of response variance. Generally, it is assumed that this condition holds, but the net difference rate provides a means of partially evaluating this assumption. If the interviews are replications, then the estimated net difference rate should be equal to zero in expectation (the original interview and reinterview should have the same average value).

Biemer and Forsman (1992) discuss this issue more fully. Thus, the net difference rates for the questions in the AEWB reinterview study can be used to evaluate this assumption.

A reinterview report will be prepared as a chapter in the NHES:2003 Methodology Report. The rationale for and design of the reinterview program will be discussed, and the calculation and interpretation of each measure will be presented in the report. In addition to the analysis of the reinterview findings, recommendations for alternative approaches to items that perform poorly, if any, will be included.

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